

# **HOLYPORT FREE SCHOOL**

## **APPLICATION**

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## Section A: Applicant details and declaration

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] Maidenhead Berks [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group  <input type="checkbox"/> Academy sponsor  <input type="checkbox"/> Independent school  <input type="checkbox"/> State maintained school  <input type="checkbox"/> Other                 </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes  <input type="checkbox"/> No                 </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input type="checkbox"/> Yes  <input type="checkbox"/> No                 </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>[REDACTED] – [REDACTED] which they are undertaking pro bono as part of their Corporate Social Responsibility programme. Lead partner is [REDACTED].</p> <p>[REDACTED] have reviewed our application over the course of the past few weeks and have provided valuable feedback. Lead consultants: [REDACTED] and [REDACTED].</p>		

<b>Details of company limited by guarantee</b>	
11.	Company name: Holyport Free School
12.	Company address: <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> Maidenhead Berks <div style="background-color: black; width: 100px; height: 20px; display: inline-block;"></div>
13.	Company registration number: 7930340
14.	Does the company run any existing schools, including any Free Schools? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
15.	If Yes, please provide details:
<b>Company members</b>	
<p><b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p>	
16.	Please confirm the total number of company members: Five
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	3. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	4. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	5. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>

**Company directors**

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED] (member of the Governing Body)
	2. Name: [REDACTED] (member of the Governing Body)
	3. Name: [REDACTED] (member of the Governing Body)
	4. Name: [REDACTED] (member of the Governing Body)
	5. Name: [REDACTED] (member of the Governing Body)
19.	Please provide the name of the proposed chair of the governing body, if known:  [REDACTED]

**Related organisations**

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.	If Yes, please provide the following information about each organisation: their name; their Companies House and/or Charity Commission number, if appropriate; and the role that it is envisaged they will play in relation to the Free School.	

22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).
<b>Existing providers</b>	
23.	Is your organisation an existing independent school wishing to become a Free School? <input type="checkbox"/> Yes <input type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School? <input type="checkbox"/> Yes <input type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School? <input type="checkbox"/> Yes <input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:

**Please tick to confirm that you have included all the items in the checklist.**



### **Declaration to be signed by a company member on behalf of the company**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

**Position:** [REDACTED] / [REDACTED] (please delete as appropriate).

**Print name:**

**Date:**

**NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.**



## Section B: Outline of the school

1.	Proposed school name:	Holyport Free School
2.	Proposed academic year of opening:	2014* * The justification for an extended opening date is outlined in section H
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?  <input type="checkbox"/> Yes <input type="checkbox"/> No  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	

8.	<p>Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
9.	<p>If Yes, please specify the faith, denomination, etc of the proposed school:</p> <p>Christian</p>
10.	<p>Postcode of the preferred site of the proposed school:</p> <p>██████████</p>
11.	<p>Local authority area in which the proposed school would be situated:</p> <p>The Royal Borough of Windsor and Maidenhead</p>
12.	<p>If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:</p> <p>Slough Borough and Bracknell Forest</p>
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>

## Section C: Education vision

### 3.1 VISION

Imagine opening your eyes. You are standing in a new school hall in front of a plaque with eighty names on it. These are no ordinary names; they are the names of eighty children who have joined a brand new school. Some are boarding for the first time and will receive the kind of support and pastoral care that they have never received before. Others are bright intelligent children who just needed a chance to prove it. Some have more advantages in life but would never have been challenged to reach their full potential. Finally, a few boarders are fretful about their parents as they are posted overseas in the armed forces. All these children have the same opportunity to excel. They are at a new school that is bringing together the best of the maintained and independent sectors. They are a bridge between two worlds that can achieve so much more by working together. In the following years some will leave school with a rounded education, friends for life and the opportunity of a good job. Some will go onto higher education and a great many to Russell Group universities; places they never would have dreamt were for them. They will all leave knowing they belong to something special; they have come from somewhere that unlocked the potential for their future lives. Now close your eyes again and imagine what Holyport Free School can achieve.

We are a group of five local parents, teachers and successful businessmen. Between us we have twelve children of our own. Two of us are masters at Eton College, one a senior boarding master. Two others are trained teachers, one responsible for the curriculum at a local independent preparatory school. We have lifelong experience in teaching, boarding, governance, computing, finance, project management, marketing, legal and commercial matters. We have excelled at the highest levels in the educational and commercial sectors. We are all university educated and understand the importance of education for the development of a child and their ability to live a fulfilled life. We know that the quality of a child's education and pastoral care can fundamentally change them for the better. A child has one chance to be educated and should not be let down through lack of ambition or determination. We have come together to make our vision of Holyport Free School a reality.

## 3.2 RATIONALE

The towns of Windsor and Maidenhead fall under the single local authority of Windsor and Maidenhead (RBWM) and although only six miles apart, operate different school systems. In Maidenhead, children leave primary school at the end of Year 6 and join one of the five Maidenhead senior schools. In Windsor, they operate a three-tier system - pupils leave at the end of Year 8 to join one of two single-sex senior schools.

Unemployment is relatively low in the community but there are pockets of deprivation, and the difficulties for those families living in more prosperous areas are widely recognised. Around 7% of children in RBWM are eligible for Free School Meals, but again there is wide variation between schools. The percentage of children in RBWM with statements of SEN or on School Action Plus is currently 8.7%, and this is in line with the national picture. At Dedworth Middle School in Windsor where we hope to target pupils specifically, the figure increases to 14.2%. Approximately 17% of children educated in RBWM come from neighbouring local authorities, particularly Slough. There is also some movement out of RBWM, usually to grammar schools in Buckinghamshire. Pupil mobility (movement outside the normal transition year groups) is relatively high at 10%, mainly around Windsor and partly due to the presence of two army barracks.

Our rationale for a co-educational state-funded day and boarding school follows lengthy discussions over the past 18 months with parents, RBWM, discussions with other heads of senior schools in the maintained and independent sectors and analysis of published data in and outside RBWM. We have also examined similar non-selective state boarding school models. Our rationale for Holyport Free School is based on four fundamental needs:

### **Greater choice for local parents**

There is currently no co-educational senior school in Windsor. A great many parents in the area have highlighted the need for a co-educational alternative and this is clearly an important issue affecting parental choice.

Also, there are a number of independent day and boarding schools in the area but there is currently no local state-funded non-selective boarding school. State boarding schools are seeing a surge in popularity: according to a recent article in the Guardian (published 31<sup>st</sup> January 2012), the number of places on offer has risen by a quarter over the past decade – an increase driven in part by family breakdown and changes to working lives. Many working parents are seeking an alternative that gives them greater flexibility with their children's school hours; some parents have jobs which take them away from home during the week or for longer periods; some children are 'sofa surfing' because of family breakdown or the death of a parent. Many local families simply recognise the value a boarding education can bring to their children's academic and personal development but are unable to afford the fees charged by independent schools.

**Growing demand for secondary school places:** We have looked at detailed analysis carried out by RBWM that highlights the growing need for more senior school places over the next five years. This is explained in more detail in Section 5.3. In addition, the most recent analysis by RBWM indicated that 15% of children in the borough are educated at independent schools. This compares to 7% across East Berkshire, and 6.5% across the UK as a whole. Given the certain financial pressure on parents' budgets in the foreseeable future, many parents are looking for alternatives to independent school education. This will bring forward the capacity shortage that is projected for both Windsor and Maidenhead.

**Reducing the educational disadvantage for children**

RBWM is generally an affluent area. However, there are also significant **pockets of deprivation**, including Dedworth, on the outskirts of Windsor, North Town in Maidenhead and in neighbouring Slough. Using FSM as a proxy indicator, attainment levels in RBWM for FSM are not only significantly lower than for non-FSM, but the attainment gap between them is far greater than at a national level. In other words, we are failing our most disadvantaged children. More details of this are provided in Section 4.8.4

<b>Percentage of pupils achieving 5 A*- C including English &amp; Maths (2011)</b>		
	RBWM	England
Pupils - FSM	24.3%	34.4%
Pupils – non-FSM	66.0%	62.9%
Attainment gap	41.7%	28.5%

**Looked after children** also tend to have very low levels of academic attainment, and high exclusion levels. Their future prospects are poor. In the most recent data published by the DfE (Outcomes for Children Looked After by Local Authorities in England, 31<sup>st</sup> March 2011) fewer than one in seven children in care achieved five good GCSE's – the level widely acknowledged as the basic threshold of employability. Furthermore, the attainment gap between looked after and non-looked after children has increased by 3.9 percentage point compared to 2010.

<b>Percentage of pupils achieving 5 A*-C including English &amp; Maths</b>	
Looked after children	13.9%
Other children	58.6%
Attainment gap	44.7%

We believe every child is capable of success in academic attainment and personal fulfilment. We want to transform the lives of children on the edge of care and plan to work closely with RBWM to identify and provide at least three boarding places per year to children who would thrive in a boarding environment that provides stability and routine in a nurturing and caring environment. These early interventions will prevent many more children going into full time care and will bring about far greater success in learning and in life. Further details about this initiative are contained in Section 4.8.5.

### **Provision for children from mobile Armed Forces families**

Windsor is a garrison town with two barracks (Victoria and Combermere) and a large number of families affected. Windsor has approximately 450 homes in its military estate. Some families face the prospect of moving their children to several schools during their education, which can have a significant impact on their achievement and wellbeing. It is clear from our research that there is a great deal of interest in state boarding schools within the MoD in the context of the Continuity of Education Allowance offered by the MoD. In a recent Review of the Continuity of Education Allowance (13<sup>th</sup> October 2011) published by the MoD, it was stated that

*“ State boarding schools offer an excellent alternative to independent boarding schools for many children. Many have been graded ‘outstanding’ by Ofsted and their fees are often about half those of independent schools, or less. As overall numbers of CEA claimants decline, the MoD will be encouraging parents to use these schools”*

We aim to prioritise boarding places for children from military families who would benefit from consistent, stable care and an uninterrupted education. For day pupils who have experienced a number of school moves, we want to put in place effective strategies to aid the transition to our school and to ensure consistent progress and attainment. Further explanation is provided in Section 4.8.6.

### 3.3 OVERVIEW OF OUR VISION

Our vision is to create an exceptional state funded co-educational day and boarding school for pupils aged from 11 – 19 years, on the site of a previous special needs school in Holyport, Berkshire. We are committed to a holistic education, underpinned by a strong community ethos. Our school will hold high academic aspirations for all pupils. Of equal importance will be a commitment to developing the full potential of every child – personally, physically, and above all spiritually. We aim to give children the tools they need to go on to lead independent, purposeful and fulfilled adult lives. Holyport Free School will have an inclusive admissions policy, and will actively seek to encourage equality of opportunity for all children in our community, regardless of income, ability or faith. We will remove the barriers, which can prevent some students from having the best opportunity to succeed. For some of our most disadvantaged or marginalised children we will have transformed their life chances. By delivering our vision, we will offer local parents a distinctive choice in the provision of their children's secondary education.

Underpinning our vision, our school will have a number of distinguishing and unique features. These principles address the academic and personal needs of our local community and seek to ensure success for all:

**Academic attainment:** we aim for every pupil to achieve their full potential and we will set challenging individual targets. We will celebrate academic success. We aim to provide a broad and balanced curriculum, using tried and tested approaches alongside innovative approaches. Comprehensive assessment will ensure that all pupils are tracked and monitored regularly. We will identify weaknesses early and put in place effective interventions.

**Spiritual and holistic education:** we will instil a passion for learning and for life that will stay with them forever. This will be achieved by ensuring a pupil's academic success is developed alongside values to which we give equal importance – respect, integrity, kindness, tolerance, resilience and above all, love.

**A boarding school education:** our boarding school experience will benefit all children but especially those who need stability, consistency, care, routine and support in their lives. Circumstances may be different, but our boarding ethos will be the same for everyone – ensuring all children are happy, safe and nurtured. Personal development and wellbeing will be the focus of boarding life, and will support academic achievement and fulfilment.

**Compassionate and empathetic care:** our pastoral care will be second to none. The staff in our boarding community will enable all pupils to develop strong personal relationships between themselves and with others, and in so doing we will have given every child a strong sense of their own self worth and the stability they need to be confident adults. We will promote mutual respect between pupils and all who work at the school.

**A 21<sup>st</sup> Century School:** Embracing current educational theories, Holyport Free School will provide a balance between active and passive learning. IT within the school will allow students and teachers the ability to learn, research and collaborate using IT effectively. IT will be an enabling force helping us achieve better outcomes, not an obstacle. IT will be a fun subject, which rewards students for creativity, lateral thinking and completing projects. We will teach Computing, not ICT. We will equip every student with the tools and understanding they need to move into a technology centred working environment.

**Skills for Life:** when they leave our students will be confident young men and women, equipped with the skills and attitudes they need to excel in the commercial world. Excellent interpersonal skills and a strong work ethic will ensure they succeed. Our pupils will be compelled to undertake personal challenges – both mental and physical which will enable them to make progress throughout the curriculum. Pupils will not be allowed to let the fear of failure become a stumbling block to success.

**Value for money:** We aim to deliver real value for money in a number of ways: maximising the value of the income we receive from boarding and extended day fees through an enriched programme of learning; providing bursaries, uniform, equipment, extra-curricular budgets and other practical support to children from disadvantaged backgrounds and opening up opportunities for children on the edge of care.

**Conduct:** we will galvanise a sense of responsibility in every pupil. This includes their conduct and behaviour in every area of school life. We will expect them to take responsibility for their learning and be accountable for their actions. Above all, we expect every pupil to make a positive contribution to the school and to the wider community.

**Collaboration with other schools:** we will help to forge close links with other schools in the area and in so doing we will raise standards across RBWM.

**Health and Wellbeing:** Our students will be healthy, active young people. Participation in sport, dance and other physical activity will be an enriching part of their lives. They will form life-long healthy habits and attitudes. Students with additional medical needs who might otherwise miss significant time in their education will have access to on site medical facilities.



### **3.4 OUR ETHOS**

The underlying ethos of our school is one that is unique to a boarding school environment. We hold mutual respect, inclusiveness and a strong community spirit to be at the heart of our school and expect these values to permeate every aspect of school life. Our ethos will, we believe, enrich the lives of all students.

Holyport Free School will be a boarding school, which will provide a home-from-home environment, free from negative influences that may affect some children's ability to thrive. We will focus on inculcating positive family values and will encourage a strong community ethos, in which every student is made to feel a valued part of that community. They will be assured that we will support them in their academic, personal and social development, but that we will expect them to play their part too in ensuring the success and fulfilment of themselves and others. We will set clear targets of behaviour and appearance. We will not tolerate poor attendance and sanctions will be clear and consistent. This ethos is, we believe, imperative to academic success and personal fulfilment.

The importance we place on inclusivity will mean that no students are held back from achieving their full potential. Smaller classes, outstanding teaching and consistent discipline will ensure that all students thrive. We will place greater resources into helping low achievers to achieve their potential and will assist those who need additional educational support, by putting the right measures in place for them.

### **3.5 THE ETHOS OF THE SCHOOL AND THE CURRICULUM**

Our curriculum will be accessible to all students. It will be inspiring, challenging, absorbing and applicable to their current and future lives. Teaching will be immersive and holistic. We will put in place an effective balance between innovative, active and passive learning.

Through outstanding standards of teaching and learning we will instill in our pupils a love of learning and interest in their work, and thus promote the happiness and confidence of our pupils.

We will foster in pupils the application of intellectual, creative and physical effort, and will help them to communicate effectively with each other and other members of staff.

We will tailor learning to individual needs – to ensure all students are progressing and that lessons are relevant and rewarding, and we will recognise that a pupil's effort is a crucial part of the learning process and deserves positive recognition and feedback.

Equally important is the emphasis that is placed on independent thinking and

learning so that students can discover things for themselves and be familiar with the processes of questioning and investigation which will leave them with the ability to be independent thinkers as they mature.

Our curriculum will accommodate the English Baccalaureate. There will be scope for more able students to take additional courses, and for those needing more help and support, to consolidate their learning in the core subjects of English, Maths and Science.

Our boarding school ethos will extend well beyond the classroom and will resonate throughout the school day. Students will undertake a number of their weekly homework assignments at school, where they will have access to IT, learning resources and teacher support. This will be particularly relevant to pupils from disadvantaged backgrounds.

Plans for our co-curriculum will have enormous benefits to students. They will have the opportunity to extend their personal strengths and interests – physically, creatively and intellectually. We will encourage every student to develop his or her interests but also try out new ones. We will support students to be actively involved in all areas of school life and to seize opportunities that come their way. Participation and involvement will be values we hold highly. All our students will take part in Duke of Edinburgh Awards and contribute in a meaningful way to the wider community.

Our unique house system will provide exceptional pastoral care for all pupils. In addition to house parents who will be responsible for the care and wellbeing of the boarders and running of the boarding house, a series of house tutors aligned to each house will have daily contact with students and will be responsible for ensuring academic progress, alongside personal development. This regular contact will include group tutorials and one-on-one sessions, and will form the basis of PSHE lessons. It is during these important times of the day that our values and principles will be reinforced. The community ethos of each house will also have an important part to play in the school – developing the core values of loyalty, trust, integrity and tolerance. Students will learn to respect and be empathetic to other people's needs, and will discover how to do the right thing, even when it is not popular. The boarding house ethos will also help to strengthen a healthy, competitive house spirit and encourage every student to do their best, not just for personal gain, but also as part of a team.

As well as playing their part in school life, students will be expected to take increasing responsibility for themselves, particularly in their school work. Staff will set clear targets and feedback will be regular, leading to effective and practical strategies for improvement. In time, students will have a say in determining their own targets and goals. Responsibility will also extend to attendance, behaviour, manners and respect.

### **3.6 ACHIEVEMENT**

We believe all children are capable of academic and longer-term success in life. Just because children come from poor or challenging backgrounds is no excuse for underachievement, particularly when you can immerse them in a rich and holistic boarding school environment, where there is a positive culture of achievement, and the impact of personal disadvantage is reduced.

We have set a number of challenging targets in order to measure the success of our school – both for individual pupils and as whole-school goals. We acknowledge that our students are likely to be diverse – academically, culturally and emotionally and as such, the goals that we are setting are ambitious. However, we believe these goals are appropriate to our students as we are creating a school, which adopts a holistic approach to education and pastoral care through our boarding school environment.

We believe all stakeholders at the school – governors, staff, pupils and parents will share these aspirations. The quantitative measures we have set out are based on a number of considerations including analysis of other school data across the borough and performance of other schools that are based on the non-selective state boarding model. Our priorities for achievement are driven by the underlying vision and ethos of the school and we have highlighted the key criteria below:

#### **Academic achievement**

We aim for every pupil to complete Key Stage 4 with a minimum of 5 GCSE's at A\* - C. Furthermore, a minimum of 80% of all pupils will achieve 5 A\* - C including English and Maths. The English Baccalaureate is central to our curriculum and we aim for every student to complete the course, and for at least 65% to achieve success in all these subjects. We recognise that this is a relatively new measure of attainment and as such is significantly above the national average, but believe that our curriculum and focus on core subjects will allow every student the opportunity to succeed here.

#### **Progress**

We welcome the decision by Ofsted to replace Contextual Value Added measures of progress with simple Value Added scores. Consistent with our vision that no child at the school will be held back from reaching his or her full potential, we aim for every child to have equal opportunities to progress and we aim to close the gap on those groups of children that have traditionally not made the same improvements. Specifically we will aim for year-on-year trends which show that the gap is closing for children on FSM, SEN and those who are in care.

#### **Wellbeing**

Key to success at school is attendance and positive attitudes. We will aim for all children to attend school and for absence to be less than 3%. We will conduct student surveys and hold pupil forums to ensure satisfaction levels are high and our pupils feel safe and happy, both at school and outside.

Incidences of bullying will be minimal and behaviour will be consistently good.. Students will participate in a range of co-curricular activities and sports, and in so doing will develop important skills for life.

### **Future success**

We aim for the vast majority of pupils to continue their education at Key Stage 5. We will help those who decide to leave after Year 11 to enrol in other constructive academic or vocational courses or apprenticeships. Those who stay on at Holyport Free School will attain excellent academic qualifications at AS and A2, enabling them to gain places at the leading universities in the UK and overseas. When our students leave, they will have developed the personal skills they need to go on to lead prosperous and fulfilled adult lives.

### **Impact on the wider community**

We will work collaboratively with other senior and middle schools in RBWM and contribute to the community in a purposeful and constructive way. Pupils will leave with a keen desire to ask what they can give back rather than what they can give: every pupil in the school will make a positive contribution to the wider community through volunteering in libraries, schools, museums, care homes and other charity organisations.

### **An outstanding school**

We are confident that our proposed school will deliver on every key judgement by Ofsted: achievement; the quality of teaching; behaviour and safety; and leadership and management. Indeed, the other key measures of achievement are all dependent on these four criteria. Specifically, we aim for all our lessons to be judged as 'good' or 'outstanding'. We will achieve high levels of satisfaction from regular quantitative surveys amongst pupils, staff and parents. As a testimony to this, our school will be significantly over subscribed.

## Section D: Education plan – part 1

The table below provides numbers of pupils places for each year starting in September 2014 (our proposed year of entry). Note that we are proposing to have two intakes - in Year 7 and Year 9, to accommodate the different school systems in Windsor and Maidenhead.

Our market research and consultation to date indicate that our plans will meet the level of demand for a school of this type offering a boarding option. State boarding schools are few in number but they are growing in popularity and we are confident that applications will meet or exceed our projections.

	Current number of pupils	2013	2014	2015	2016	2017	2018	2019	2020
<b>Reception</b>			0	0	0	0	0	0	0
<b>Year 1</b>			0	0	0	0	0	0	0
<b>Year 2</b>			0	0	0	0	0	0	0
<b>Year 3</b>			0	0	0	0	0	0	0
<b>Year 4</b>			0	0	0	0	0	0	0
<b>Year 5</b>			0	0	0	0	0	0	0
<b>Year 6</b>			0	0	0	0	0	0	0
<b>Year 7</b>			40	40	40	40	40	40	40
<b>Year 8</b>			0	40	40	40	40	40	40
<b>Year 9</b>			40	40	80	80	80	80	80
<b>Year 10</b>			0	40	40	80	80	80	80
<b>Year 11</b>			0	0	40	40	80	80	80
<b>Year 12</b>			0	0	0	50	50	90	90
<b>Year 13</b>			0	0	0	0	50	50	90
<b>Totals</b>			80	160	240	330	420	460	500

## Section D: Education plan – part 2

### 4.1 CURRICULUM PLAN OVERVIEW

#### **Holyport Free School's Intake**

Our curriculum model has been designed to best meet the needs of all our pupils, to ensure outstanding academic attainment, maximum progress and to develop the key skills needed for the future. Our anticipated intake of pupils is expected to be diverse, and it is important that the aims of our curriculum reflect this. We can help to distinguish the likely intake of pupils by separating the two types of pupil in our school – boarders and day pupils.

**Day pupils** will form the majority of our total cohort (55%). For those joining in Year 7, we anticipate the largest intake from the area closest in proximity to the school, around Holyport, Bray and Fifield. This intake is likely to include a higher proportion of children with a statement of SEN (as we are picking up high levels of demand from parents of children with SEN). The Year 7 intake is expected to include children from ethnic minorities, and we anticipate up to 10% who will have English as a Second Language.

For those joining in Year 9, we anticipate children coming from the wider area around Windsor, including the two wards of greatest deprivation in Windsor – Clewer North and Clewer South (Dedworth). Here, we expect to get a greater number of children on FSM, those who do not have English as a first language and again those with SEN. There are also a great many forces families in this area.

**Our boarding students** will make up just under half of the intake and their characteristics are also likely to be diverse. They will include: children whose parents require or prefer a boarding school place (these parents will have the financial means to pay for this and are likely to come from a wider area across RBWM and beyond); children on the edge of going into care (we anticipate a minimum of three children in each year group taking one of these places); children from families in the Armed Forces; and children who are on FSM and are on a fully funded bursary from the school (we anticipate a minimum of 25 by 2020 and four per year thereafter).

Across all pupils and year groups we will work with RBWM to identify particular children from challenging circumstances (physical disability, social disadvantage, children in care or with a statement of SEN or social need) who would have a greater chance of success at our school. We believe our diverse 'mix' of students will help to deliver positive outcomes for **all** students.

## **4.2 OUR CURRICULUM AIMS**

Holyport Free School is committed to providing an outstanding education to all our pupils irrespective of their backgrounds, academic ability, and additional educational and social needs. Our curriculum will be given in the context of a holistic boarding school ethos – every moment of the school day will be enriching and educational in the broadest sense. Our teaching will be inspiring, innovative and creative throughout the curriculum, and all staff will set high expectations and adopt an ethos of inclusivity – they will demand the best, and expect the best. In so doing, we will enable all our students to access a curriculum which is challenging, engaging and relevant to their wider lives.

Above all, our curriculum will be set in a safe and nurturing environment, where students will be happy, motivated and independent learners. Learning will be enjoyable and our teaching will inspire curiosity and a desire to learn, so that our pupils leave school with the enthusiasm to continue a life-long love of learning and enrichment.

It will differentiate needs appropriately and deliver real progress across all groups of students. We aim to put in place a personalised learning programme for each student to ensure we are delivering the right approach alongside meaningful targets. We will offer a curriculum which is cohesive – linking up different parts of the curriculum rather than simply as standalone subjects.

Students will be encouraged to become actively involved in a dynamic process of learning and staff will use traditional, proven methods of teaching while developing new teaching and learning techniques to best meet the needs of each student.

Teachers will place a positive emphasis on effort and encouragement of ways in which pupils can improve their learning. We believe it is imperative that students are empowered as far as possible to be more actively engaged in their own learning and target setting, and that this approach will have a very real impact on attainment and progression.

Our approach has been designed with the diversity of background, abilities, aspirations and life experiences that we hope to attract to our school community. We hope to use this diversity to our advantage by bringing about a curriculum that has both breadth and depth in a rich and varied context. Our curriculum will provide opportunities for learning that are set in the context of the school community, the local area, and at a national and global level. We will give our students the appropriate knowledge so that they are able to respect the needs and values of their own community and environment, while at the same time respecting other communities and environments.

We will encourage our leadership team to inspire leadership in others and for all staff to learn from each other and be part of a professional culture that

encourages and values discussion, research and experiment. We will help staff to retain a desire to learn and meet new challenges throughout their professional career.

We aim to broadly adhere to the National Curriculum but will also include other subjects and specialisms. At Key Stage 3 we intend to also make use of the Year 7 – 9 Independent Curriculum, which provides a buffet of innovative ideas for making classroom teaching more engaging and challenging. We believe this is particularly relevant for meeting the needs of all students – stretching the most able, while setting solid foundations for lower achievers.

#### **4.2.1 EFFECTIVE TEACHING**

We believe that effective teaching at Holyport Free School will be characterised by the following means:

- Setting clear and **high expectations** – learning objectives will be made clear. It is good practice to discuss the learning objectives with students at the start of each lesson and where appropriate to have them displayed for the duration of the lesson. Students will have a clear idea of where they are going and how they are going to get there. Tasks will meet the individual needs of students so that progression will be easier to identify and pupils will be challenged.
- The use of appropriate **subject knowledge, understanding and key skills**: asking the right questions to verify, consolidate and extend students' learning; explain and demonstrate ideas clearly and in a variety of new ways. Teachers understand that different students have different learning styles and this will be incorporated into lessons so that a wide range of learning styles can be managed.
- **Effective planning** – activities and resources are closely matched to learning objectives. A good match between students' needs and relevant activities facilitates learning built upon prior knowledge.
- The use of **appropriate methodology** – staff at Holyport Free School are confident and able to use a broad range of teaching methods; they are able to select appropriate methods to suit the purpose of the lesson; good questioning technique; being able to intervene at the right moment to expand students' learning; providing appropriate tasks which cater for and encourage different learning styles.
- Recognising and meeting the **needs of all students** – all students will experience success through successful differentiation, breaking down learning into small steps, creating personalised learning pathways. Teaching will accommodate all levels of ability so that all students are set realistic and challenging targets.
- Managing the **learning atmosphere and students' behaviour** effectively – by planning work to meet individual needs, clearly focussed lessons.



Students are interested, challenged and engaged and there are elements of choice in which the students can become involved, and in so doing, have greater responsibility for their own learning. Lessons will have appropriate pace and there is a consistency of high expectations across the school that are clear, understood and fairly explained.

- Effectively **managing time and resources** – knowing that every minute is important, good lesson planning, lessons starting promptly, linking resources, technology and support staff to the purpose of each lesson.
- **Assessing students' work** both formatively (Assessment for Learning) and in a summative context, using the information gained constructively.
- Providing a learning environment that will **encourage students to learn** and demonstrate commitment to a stimulating, positive learning ethos.

#### **4.2.2 EFFECTIVE LEARNING**

Effective learning will be dependent on pupils:

- Meaningful interaction with human and physical resources
- Being given access to a wide range of resources, materials, experiences and environments
- Having a clear understanding of what is expected of them during the course of a lesson
- Being given opportunities to acquire, practice and consolidate new skills
- Being actively involved in lessons and given opportunities to explore, experiment and problem solve
- Being given the opportunity to work independently, in groups and in teams

#### **4.2.3 CURRICULUM PLANNING**

There will be three broad levels of curriculum planning at Holyport Free School. All teaching staff will undertake planning. Faculty Heads and Heads of Subject will liaise with subject teachers to ensure that plans are effective and that working documents enable the different curriculum areas to be taught effectively and appropriately. Departmental meetings will be held on a regular basis where planning will be discussed. The Deputy Head of Academic will attend these planning meetings.

- **Long term planning:** Curriculum Overviews will be completed for each subject area. These will be reviewed termly and are intended to be brief documents which outline the topics to be studied for each year group in each subject for that particular term. They will also contain a brief explanation and will be available for parents to access through the intranet of the school, or in

hard copy.

- **Medium term planning:** These will be completed and reviewed at least every term. They will show what is being taught in every given week for each subject for each year group for any given term. These plans may include objectives, assessment procedures, resources, differentiation, use of ICT and other information. Medium term plans will be working documents and as such will be flexible. Teachers will modify them as a result of Assessment for Learning, the nature of their classes, interest shown by students in a particular area of the curriculum, time taken to complete a given task, and other considerations. Relevant changes will be noted and incorporated into the plans.
- **Short term planning:** This will be carried out individually by subject teachers and will be used to focus weekly and day to day teaching of the curriculum and assessment. This planning will be documented in the teacher's planner which forms a working document.
- **Overview of Planning:** The Senior Leadership Team will oversee planning and ensure that it is taking place so that the curriculum is well delivered through effective teaching. The Deputy Head of Academic will liaise with the Faculty Heads and Heads of Subject with regards to the content and completion of plans. Heads of Subject will liaise with their subject teachers to discuss content and completion. Heads of Subject will hold departmental meetings at least once a term. Members of the Senior Leadership Team together with Heads of Subject will undertake scrutiny of work, including reviews of students' exercise books in addition to lesson observations. A schedule will be drawn up to undertake this scrutiny work.
- **Curriculum Development:** The Deputy Head of Academic, Faculty Heads and Heads of Subject will meet as necessary to discuss any changes in statutory requirements, changes in school policy and other matters pertaining to the curriculum. It will be used as a forum for the views of all staff to be considered through discussion and through fostering positive changes in the curriculum areas of the school.
- **Governing Body, Teaching & Learning Committee:** The teaching and learning committee of the governing body will meet twice a term along with the Deputy Head of Academic and where relevant, Faculty Heads and Heads of Subject to oversee the curriculum and the quality of teaching and learning. They will monitor and evaluate school performance and activity and report to the full governing body when appropriate. They will recommend decisions to the governing body and take decisions where powers have been delegated.

### 4.3 CURRICULUM CONTENT

At Key Stage 4, we will expect all our pupils to work towards the **English Baccalaureate** – English, Maths, Science, an Modern Foreign Language (French or Spanish), and a Humanities subject (History or Geography). We believe this will provide the breadth and depth of learning for students' acquisition of knowledge and skill sets. Our more able students will take additional GCSE's up to a maximum of 10 subjects. Holyport Free School has the advantage of providing a longer working day (up to 5.30pm on most weekdays and Saturday morning), and we will therefore be able to timetable in additional hours to support those students who require it, stretch the more able with additional GCSE options, and to set up individual learning pathways.

The curriculum will be delivered in the context of a boarding school environment, which underpins the ethos of our curriculum at the school. Here, pupils will not only be expected to learn through an academic programme, but also in the widest possible sphere of co-curricular activities. The term 'extra-curricular' used in many schools gives the impression that anything done outside the classroom is an extra in a pupil's educational experience, but at Holyport Free School everything experienced outside the schoolroom will be a fundamental part of their whole educational experience. This holistic ethos delivered through a boarding school environment will ensure all students develop in every sense: academically, socially, culturally, physically, spiritually and personally.

#### 4.3.1 CO-CURRICULUM

PE, Music and Drama will be an intrinsic part of the curriculum, particularly in the earlier years. However, since Holyport Free School will be a boarding school with an extended day for all day pupils, there will be huge opportunities for all pupils to extend their interests and abilities far beyond what is possible within the normal timetabled academic curriculum. This period of enrichment or 'co-curriculum' will be key to developing key learning skills and attitudes and to enhancing students' happiness and wellbeing. We hope these periods of enrichment and further study at the end of the day will provide diverse and engaging opportunities in the school day. We aim for these sessions to be stimulating, to draw out hidden talents and to broaden students' horizons. We will ensure our budget makes provision for all children so that no student is prevented from taking part in a particular activity.

Staff will be expected to manage these sessions, but the focus will be student led. Staff will initiate subjects, set challenges and help to steer and advise the groups, but as far as possible, students will be in control. These sessions might involve a group of students putting on a House play – in this example, the students would decide what they were going to put on, schedule a timetable, decide on the cast and organise and run rehearsals. The teacher's input would be to facilitate the group, help them to make decisions and ensure they complete the task. This co-curriculum will be invaluable for older

students, providing opportunities to develop key interests alongside leadership skills.

With the large site containing sports pitches and a sports hall there will be opportunities to play sport at all levels with the more talented playing in representative matches against other schools and clubs. Links to be formally developed with other senior schools will hopefully lead to a sharing of facilities and resources.

The extended day will also help to give time for pupils to practice musical instruments and to rehearse drama which will lead to exciting opportunities for concerts and plays as well as the more usual music grade and Lambda drama exams.

For students identified as Gifted & Talented, these periods will provide ideal opportunities for extension of learning or development of their talent. For students who are struggling in the core subjects, there will be staff on hand to provide additional support; examples include a session at the end of the day for pupils with dyslexia. Rather than missing valuable time during the normal school day, students will be able to access focussed support at the end of the day to help them to develop strategies for learning.

It will also be possible to use the extended day to launch the Duke of Edinburgh (DoE) scheme. Most students will be expected to take part in the Bronze Award, with many expected to reach the Gold standard. We believe the DoE scheme fits well with our ethos of developing every student's skills and approaches to situations, setting new challenges and teaching them important values in life: courage, resilience, team work, leadership, mutual respect and tolerance. In addition to DoE, we hope to work collaboratively with other local schools to establish a Combined Cadet Force. We see this as especially important given our links with Windsor and our military families.

The extended day leads itself wonderfully to homework clubs which teachers will be expected to supervise if not covering other co-curricular activities. It also gives the time for the pupils to work on their Art, Design & Technology and any other time-consuming coursework projects.

### **Setting**

On entry in either Year 7 pupils will be placed in mixed ability classes, but will be setted in English and Maths within half a term using a mixture of school reports, teachers' recommendations and MidYis test results. We believe some setting in the core subjects of English and Maths will enable all students to move at an appropriate pace. However, we do not believe in over-setting at this stage as it can have a detrimental impact on all learners, and including both ends of the ability range. From Year 9, we will introduce further setting in a language and in Science (which will be determined by a student's Maths set).

From year 10 pupils will be setted in all subjects where timetabling allows. Our classes will be relatively small, with 20 pupils in each group. We believe

smaller classes will maximise the learning experiences for all students, and deliver high attainment and progress levels, promote good behaviour and positive attitudes. Teachers will be better placed to implement more personalised learning and support those students who need additional help.

### **Learning Days**

Alongside our main curriculum timetable, we propose to include two to three days each term when the whole school goes 'off timetable'. These 'learning days' will provide fantastic opportunities for project based learning, thematic learning and for different age groups to integrate in shared or mentored learning. We envisage invaluable opportunities for cross-curricular approaches – an Art lesson taken in French, for instance or a drama class in History. These days can also be set up to allow students to explore a topic or theme from a number of different perspectives – in the example of an earthquake, what would the viewpoint be from a geographer compared to a physicist, say? Exploring topics in this way provides students with the skills to make connections across a number of different aptitudes – physical, social, cultural, logical and moral.

These learning days will require a great deal of staff input, and careful planning will be key to their success. However, we believe they will bring enormous benefits to students and will help to reinforce our vision and ethos of a strong school community working together and nurturing key interpersonal skills and social development through a holistic education. We believe these flexible learning days will also provide excellent opportunities for staff to develop their own learning and encourage them to take risks: by experimenting with new approaches to learning such as Flipped Learning, implementing new group structures or working with other departments who would not naturally come together.

### **4.3.2 Key Stage 3: Years 7 & 8**

40 pupils in 2 classes of 20.

Our first two years of Key Stage 3 are designed to maximise progress and will provide a broad-based programme, largely following the National Curriculum and including the Independent Curriculum. We will focus specifically on English, Maths and Science, but also including a Modern Foreign Language, History, Geography, Religious Studies, Design & Technology, Art, Drama, Computing and PE.

The emphasis will be on the good transition from Primary School ensuring that all pupils are achieving at the highest level in English and Maths. All other subjects, although crucial to the wide-ranging academic progress and wellbeing of pupils, will be of less importance at this stage. We will provide inspirational teaching using tried and trusted teaching methods alongside innovative approaches, to ensure our students develop and extend their basic skills in numeracy and literacy.

## Literacy

Our curriculum is designed to allow every opportunity for all pupils to reach their potential. Literacy is a key driver in achieving academic and future employment success yet we know that those who struggle in literacy are more likely to be from disadvantaged families, children statemented with SEN and children in care. Furthermore, for some learners there are multiple barriers – many children in care are also statemented with SEN and there may be other underlying social issues to overcome. In order to raise the overall levels of attainment, we need to target literacy across the cohort and these groups of learners specifically. We aim to raise the standards in literacy across the board by implementing the following:

- Staff will set **high expectations and targets for all pupils**. It is recognised that one of the limiting factors in pupil progress is staff's underestimation of the potential in disadvantaged groups. Ensuring any previous assessment data is comprehensive and up-to-date is also key to this.
- **Robust monitoring of pupils' progress** to ensure that all learners are making equal progress and that the correct teaching approaches are put in place.
- Ensuring **individual needs are met through personalised pathways**. The curriculum will allow flexibility to meet the changing needs of learners.
- **Pastoral care** which supports learning in literacy. Our tutor system will provide continuity of support and guidance from which our target groups will benefit especially.
- **In-depth knowledge and understanding** of the pedagogy of language and literacy and clear and effective use of staff and resources (including ICT).
- Ensuring materials and **literacy contexts are meaningful and relevant**. This is particularly applicable to children from low-income families.
- Ensuring a **whole-school approach to improving literacy**. All staff will have access to training to improve standards in literacy across all subjects and skills, and to ensure there is consistency in teaching
- Ensuring the **leadership of the school supports the emphasis on literacy** and that pupils, parents, carers and where relevant, local authority services (eg Virtual School Heads) are provided with accurate feedback on pupil progress

## Cross-curriculum teaching and learning

There will be an emphasis on cross-curricular teaching and learning which provides wonderful opportunities for linking the ideas in the Humanities with each other as well as drawing in the practical aspects of Drama, Art, Music and Design & Technology. IT will be used extensively in all subjects, where possible, and pupils will be encouraged to extend their IT knowledge beyond Computing lessons into all their work. The wider role of Information Technology is discussed in more detail in Section 4.5.

**A Key Stage 3 ‘main curriculum’ would break down as follows:**

	<b>Number of 60 minute lessons</b>	<b>Percentage of main timetable</b>
English	5	15%
Maths	5	15%
Science	4	12%
MFL	3	9%
History	2	6%
Geography	1	3%
Religious Studies	1	3%
Art	2	6%
DT	1	3%
Computing	1	3%
Music	1	3%
PE	1	3%
Games	6	18%
<b>Total (hours)</b>	<b>33</b>	<b>100%</b>

This outline of the curriculum highlights the emphasis we place on the core subjects, with more than 40% of the timetable devoted to English, Maths and Science. We believe this is fundamental to achieving academic success at Key Stage 4. This timetable effectively means that every student will undertake an hour of English and an hour of Maths every weekday. It also illustrates our commitment to ensuring students enjoy a rich and varied programme of academic, physical and creative lessons. Students will have access to a wider curriculum, including Humanities and a Modern Foreign Language (French or Spanish) – which both lead on to the English Baccalaureate. Drama will be taught during English lessons which lends itself to plays and poetry. Usually this will be one lesson a week, although there will be flexibility for the teacher to devote, say a week of English lessons to putting on a drama production.

Students will take part in Games and PE four times a week, underlying the importance we place on developing positive healthy lifestyles and wellbeing. PSHE will be delivered through group tutorials with House Tutors at the beginning of the day.

Four days of the week students will take part in our co-curricular programme. This will be rich and varied and is aimed at challenging, stretching and consolidating learning through physical, creative and academic pursuits. For some children, it will provide valuable time to complete lengthy homework

tasks at school, for others it may mean working on a team project to build a go-kart in the design and technology department; for others it may allow time for rehearsing a House play or spending some additional learning time with a teacher. These sessions will consist of both compulsory and optional courses, and will be agreed in conjunction with the House Tutor.

#### **4.3.3 Key Stage 3: Year 9**

80 pupils in 4 classes of 20.

The cohort in Year 9 will double from 40 to 80 pupils. With a fresh intake of pupils, we believe this will help to reignite the dynamics of the year group. Pupils who joined the school in Year 7 will make wonderful ambassadors for the school, and each new student will be assigned a 'buddy' to help them settle in quickly and to make new friends. It will be important at this stage to fully integrate the year group, and avoid conflicts and cliques. Students will continue to follow the curriculum taken in Years 7 and 8. There will be some setting in Maths and the MFL (this will be particularly relevant to those students who may not have studied a language up to this point).

#### **4.3.4 Key Stage 4: Years 10 & 11**

Year 10 is the start of the two-year GCSE courses, although much of the foundation work in year 9 will have had direct relevance to what is to be taught. Pupils will be expected to attempt the English Baccalaureate and choices of subjects will reflect this. As part of our vision to reach high academic attainment for all our pupils, we believe the English Baccalaureate provides an excellent all round education, delivering a gold standard in achievement and a solid platform from which to go on to Key Stage 5 and beyond.

The transition to Key Stage 4 is one where we place great emphasis in ensuring students make the right choices in their subjects. We will hold in depth meetings with parents and pupils to ensure that subject choices are not closing the doors on possible future careers and will work with students to confirm they are choosing subjects that they enjoy, but also that they are making good combination choices as well. We will focus on students who may not reach the demands of the English Baccalaureate, to help them make good alternative choices, and support them to make certain that they achieve in the core subjects of English, Maths and Science.



The curriculum followed at Key Stage 4 is as follows:

Compulsory subjects		Optional subjects
English Language		Religious Studies
English Literature*		Music
Maths		Drama
Physics	Or Dual Science Award	Art & Design
Chemistry		Design & Technology
Biology		Computing/ICT
MFL (French or Spanish)		PE
History or Geography		Second MFL (F or S)
		Second Humanities (H or G)
Games/PE		
PSHE/Tutorials		

\* English Literature will be compulsory for most students.

Although all students will take GCSE's in science, some may take the combined award, while the more able will take separate courses in each of the three sciences. Again, this will be agreed following analysis of test scores and discussion with pupils, parents and tutors.

All other subjects studied in Year 9 will be available as GCSE's with a second MFL being introduced as a further option at this stage. Each pupil will be allowed to take a maximum of 10 GCSE subjects. We believe the English Baccalaureate will provide students with an excellent grounding in a broad and balanced range of rigorous academic subjects. There will be plenty of options for students to pursue other subjects studied at Key Stage 3, and we fully expect that uptake of other courses will be wide and diverse.

**A Key Stage 4 ‘main curriculum’ would break down as follows:**

	<b>Number of 60 minute lessons</b>	<b>Percentage of main timetable</b>
English	5	15%
Maths	4	12%
Science	7	21%
MFL	3	9%
History or Geography	3	9%
Optional GCSE 1	3	9%
Optional GCSE 2	3	9%
PE	1	3%
Games	4	12%
<b>Total</b>	<b>33</b>	<b>100%</b>

Following on from Key Stage 3, this timetable illustrates the continued emphasis on English in the curriculum. Students will continue to receive an hour of English every weekday. In addition, Maths will be taught for four hours each week. Along with Science, these core subjects will represent close to half of the total teaching time. In line with our commitment for all students to follow the English Baccalaureate, the timetable will make provision for a MFL and History or Geography to form the main part of the curriculum. Games lessons and PE will continue to feature in the timetable four times a week; at this stage there will be more choice for students to pursue particular interests alongside the major sports on offer.

Most students will take two GCSE’s in English (Language and Literature). In addition, some students will take three separate Sciences, while less able students will pursue the Dual Award in Science.

For some students, one of the optional GCSE units will be substituted with additional timetabled interventions for English and Maths. We aim to make our timetable as flexible as possible so that we can meet the exact needs of individual pupils. Therefore, two examples of different pathways might be:

**Pupil 1: Gifted & Talented**

**10 GCSE’s** : English (2 subjects), Maths, Science (3 subjects), a Humanities, an MFL plus two additional GCSE options

**Pupil 2: Learning support**

**8 GCSE’s**: English (1 subject), Maths, Science (Dual Award), a Humanities subject, an MFL, two additional GCSE options and additional timetabled

lessons for English and/or Maths

In addition to the timetabled hours above, students will receive 75 minutes each day for co-curricular activities and homework. More details of this are outlined in Section 4.3.1

#### **4.3.5 Key Stage 5: Years 12 & 13**

In line with our vision to see the vast majority of students continuing their studies at Key Stage 5, we believe that a combination of outstanding teaching, relevant tracking of progress and personalised learning will provide solid foundations for our students to reach their potential at Key Stage 4. It is anticipated that most students will wish to continue their studies at Holyport Free School and we will support students to ensure they achieve the necessary GCSE's and grades to do so. We will work closely with 'at risk' pupils to offer them the right guidance and support and ensure that they are not simply 'opting out'. Our ethos of inclusivity will ensure we overcome obstacles that may otherwise prevent a student from reaching his or her real potential.

For those who feel an alternative school, college or vocational training is better suited to their needs and goals, we will provide essential advice and guidance in helping them move to the next stage of their learning. We will develop strong links with other schools and vocational colleges in the area such as the Berkshire College of Agriculture and work closely with students to ensure they are making the right decisions for their futures.

Pupils choosing to continue at Holyport Free School will be selected for sixth form study on the basis of their GCSE results and will be expected to complete the two-year course to A2 level via AS at the end of Year 12. In most cases we would expect students to study four subjects at AS level, and continue with three of those subjects to A2. The range of courses offered will be similar to GCSE (with the exception of English Language, PE, Drama, Computing/ICT). They will also have the option to study: Further Maths, Economics, Business Studies and Government & Politics.

Students will receive six one-hour taught lessons per subject each week. This depth of learning will provide every student with the right balance of teacher-led learning and independent study. Setting in subjects will depend on the size of the cohort and timetabling constraints.

In addition to work undertaken after school, sixth formers will also be given a number of Private Study periods each week, when they will be encouraged to take greater responsibility for organising their own independent learning.

All students in the sixth form will take additional non-examined options in a range of academic and non-academic subjects. These will be determined largely through discussion with the students themselves and will incorporate staff interests and areas of expertise. They will include a diverse and varied programme which may include: chess, history of art, debating, film making,

photography, current affairs, rock band, French culture to name but a few. In addition to choosing non-examined options in the sixth form, we will also include two compulsory lessons each week focussing on Critical Thinking. These lessons will allow students to consider subjects beyond their current specialisms, and develop their spoken and written skills in problem solving, construction of arguments, identifying the importance and relevance of ideas and evaluation of one's own beliefs and values.

Underpinning our ethos of making a contribution to the wider community, all sixth formers will be expected to undertake a term of voluntary work in the community. The school will support students in finding suitable placements. Types of work will vary but we would expect it to include: working in primary schools, work with elderly people and volunteering in public services (libraries, museums, etc).

Our sixth form curriculum is also intended to provide greater opportunity for independent study. All students will have five Free Study periods each week when they will be encouraged to take greater responsibility for their learning.

Students need expertise and personal support when it comes to making decisions about Higher Education. We are committed to making certain that students with the potential gain places at the UK's top universities and beyond. This support and guidance is especially important for our students whose parents have not been through Higher Education themselves. Many children are failing to get places at top universities because they simply do not apply there. We will aim high with everyone regardless of their background. We will encourage all our students to research courses thoroughly, ensure they are studying the right subjects with the predicted grades necessary, and are able to visit some of their university choices. Where necessary, we will provide transport to groups of students who are unable to finance a trip themselves or who need the support of a member of staff from the school.

**A Key Stage 5 'main curriculum' would break down as follows:**

	<b>Number of 60 minute lessons</b>	<b>Percentage of main timetable</b>
1 <sup>st</sup> AS	6	18%
2 <sup>nd</sup> AS	6	18%
3 <sup>rd</sup> AS	6	18%
4 <sup>th</sup> AS	6	18%
Optional non-examined course	1	3%
Critical thinking	1	3%
Community work	2	6%
Private study	5	15%
<b>Total</b>	<b>33</b>	<b>100%</b>

## **4.4 PASTORAL CARE**

Central to our vision and ethos for Holyport Free School is excellence in pastoral care and student wellbeing. We believe that all students can have the same chances to succeed if they are given the right environment – one in which they feel safe, happy, valued, respected and cared for. Our school will excel at the highest level in providing exceptional pastoral care that will resonate throughout the school. All students will benefit from the assurance that they are in safe hands – for our most vulnerable pupils, the impact of this will be even more critical.

### **4.4.1 BOARDING & EXTENDED DAY**

National Standards for Boarding (under The Care Standards Act 2000) which came into force in force in April 2002 will be adhered to by Holyport Free School.

Boarding defines the Holyport Free School experience. Our whole vision and ethos is based on the unique attributes of a boarding school environment, which we believe has enormous benefits to all children, not only to those who are living at the school.

For our boarding community we aim to provide a happy, stable and caring environment where children have the opportunities to develop close supportive relationships with their peers and with staff, and to experience continuity, discipline and routine. For some children who become boarders, this level of pastoral care will have a life changing effect on them. Children on the edge of care, those from disadvantaged backgrounds, those who have experienced family breakdown, or bereavement, or face the prospect of long periods without their families and those who do not have the stability or consistency of care at home – regardless of their circumstances, they will all have the chance to experience being a valued part of a caring community, and to develop their own sense of self-worth and belonging.

Life in our boarding community will be busy, lively and purposeful. They will develop confidence, independence, mutual respect and an ability to live with others in a community. We will encourage good manners, self-discipline and personal organisation. Houses will have monitors and House captains, giving opportunities for leadership and the chance to work as a team.

House parents will take an overall supporting role ensuring the general wellbeing of their pupils. Their role will be more pastoral than academic and while they will be central to each house, they will be there to give particular support to the boarders at the school. They will be trained to sensitively deal with the diversity of backgrounds, experiences and emotional issues which may affect some of our boarders.

We will put every effort into ensuring that all students settle in quickly to life at

the school. Routines will be quickly adopted, and house parents will set clear and consistent guidelines to ensure all boarders feel welcome, safe and valued. We will instil good attitudes and habits to ensure students understand and appreciate the values that are essential to a successful boarding life – tolerance, integrity, respect and trust.

Life in the boarding houses will be structured in such a way that students are able to complete their academic studies, are able to enjoy a range of evening activities and experiences, and can simply spend time relaxing with friends. We will ensure we achieve the right balance of work, rest and play so that students get the most out of their time at school.

Most evenings will be spent in boarding houses, but there will be plenty of opportunities to enjoy events and activities with other houses too. At weekends, there will be optional activities and outings to fit in with preferences and ages of boarders.

We anticipate that some students will join the school in the Sixth Form. This can be a very popular option as it provides an excellent stepping stone to university, giving students greater independence and self-reliance.

### **Extended day**

Holyport Free School will provide a longer compulsory day. However, some parents in the local community can still struggle to fit work commitments around the school day and for these families there will be the option to pay for an extended day. In this case, students will be able to arrive at school before breakfast, joining the boarders and leave after supper or after homework. As a school we will provide the funding for children from disadvantaged backgrounds to take advantage of the extended day, and in so doing have all their meals at school.

## **4.4.2 TUTOR GROUPS & THE HOUSE SYSTEM**

Holyport Free School's emphasis will be on a holistic approach to education where all pupils, day and boarders, receive a very broad and rich educational experience.

Boarders will belong to houses and all day pupils will be attached to these houses. All teachers will also be attached to houses where they will act as Tutors. At the start of every session, morning and afternoon, pupils will register with their Tutors in houses. The morning registration session will last for 30 minutes and will develop into a tutorial where an exciting PSHE programme will be delivered. Tutorials will be horizontally grouped to allow for appropriate content to be covered in the sessions, and to allow the tutor time to cover year group specific concerns and issues. However, once a week there will be a House tutorial where the House parent will conduct a whole house, or vertical grouping of the house. These sessions will provide excellent platforms for discussing inter-house events, and for different age

groups to share, integrate and learn from each other.

Tutor groups will contain a mixture of boarders and day pupils and will be genuinely of mixed ability and life experience. House tutors will register all pupils twice a day, conduct tutorials and monitor the academic progress of their pupils closely. All internal academic reporting will be via house tutors in the first instance. With so many sessions throughout the year the pupils within tutorial groups will get to know each other very well and learn to trust each other when more intimate ideas need to be discussed. Apart from the usual areas of sexual education, drugs and alcohol awareness, these tutorials will provide the forum for discussing and developing the moral framework of the school community. Bullying, unkindness, respect for others leading to full codes of conduct and pupils' input into school rules will be discussed and it is expected that by starting the day with a meaningful tutorial meeting that pupils will be in the right frame of mind to live and work together purposefully and respectfully of each other.

In addition to group tutorials, Tutors will be responsible for the individual progress of their students in all aspects of their school life – intellectually, emotionally and spiritually. On an academic level they will be responsible for ensuring that school work is meeting expected targets, and that progression is on track. They will discuss difficulties students may have in meeting all their commitments, particularly when they are active in other areas of the school such as sport and music and they will help students to find solutions. Tutors will endeavour to make certain that students are taking the best advantage of other optional activities and events at the school. This includes participation in co-curricular activities and may also include setting aside extra time in the week to undertake homework assignments. Students will be encouraged to make use of the departments which will be available to them after the main school day. Providing valuable extra opportunities in the art, design or music departments can make all the difference to a child's attainment and confidence in a subject. Tutors will also be the first port of call when there is an issue with the student's attitude, behaviour, progress or emotional wellbeing. We believe this continuous, steady relationship provides the ideal support and encouragement for all students, but is particularly relevant to certain groups of learners who make be lacking the same levels of pastoral support at home. We believe our approach will be most effective at identifying issues early, before they become more serious or before a child has already become disengaged with of academically lagging at school.

Tutors will be responsible for working with students to set themselves targets in their learning. These targets will stretch across the whole curriculum and will reflect our priorities for developing all aspects of the student's life – academic aspiration and success alongside the values to which we attach equal importance – resilience, respect, trust, leadership, teamwork, integrity, tolerance. These targets might include taking part in a Duke of Edinburgh expedition, mentoring younger students in a subject, overcoming difficulties in tackling a particular part of a course, learning to work well with other members of the group or class, even when this may be challenging. In time, the Tutor will work with the student to guide them into greater independence and



responsibility in deciding their own targets and priorities for learning.

Houses will play a central part in the lives of all students at the school. They will develop close friendship groups, and will interact with other year groups. We believe this is vital in reducing the incidence of bullying and promoting mutual respect and understanding. We will expect the older students in each house to act as role models and mentors to the younger ones and help to reinforce the ethos and principles of our school in terms of behaviour, positive relationships and the importance of each individual student and their contribution to school life. Older students will be offered leadership roles and be given responsibilities that will help them in their own personal development, and also help to support the school in achieving its aims.

## **4.5 INFORMATION TECHNOLOGY**

Our vision is for a school where IT is an intrinsic part of the life and smooth running of the school. IT within the school will allow students and teachers the ability to learn, research and collaborate using IT effectively. IT will be an enabling force helping us achieve better outcomes, not an obstacle.

The IT establishment in the school will be based on a cloud-based offering of services, therefore the capital expenditure and maintenance of services will be kept to a minimum. The use of simple and effective end user devices (with the option for pupils to bring their own devices to school), will enable teaching, assessment and learning to be digital by default. In the case of students on FSM, bursaries or who are looked after or on the edge of care, they will be funded to purchase a device and other IT equipment they may need for their studies.

However it must be remembered that much of the most effective teaching and learning is still delivered face to face, so the philosophy of the use of IT in the school is to use it where appropriate and to allow teachers complete autonomy in their use of technology.

In terms of provision there are four components of IT and computing in the school. We will ensure an appropriate output specification is in place to match curriculum demands, and will ensure a value for money, scalable solution is in place to support learning and school administration.

### **Delivery of platform**

IT services will rely on a secure and effective internal connectivity provided by wired and wireless access. Access to the internet will be through a managed filtering and monitoring system to comply with standards for use in schools. Where possible services will be procured from the cloud so that capital expenditure is kept to a minimum. While computers will be available, students and teachers will work from tablets, which provide effective functionality as well as battery life and much better user engagement. All students will have or will be supplied with a tablet.

### **IT in the administration and management of the school.**

The school will require back office and administrative functions to be supported by IT services. This covers the areas of HR, Finance, Payroll and Accounts as well as school and curriculum management – from timetabling to exam entry and result collation - as well as and the provision of effective management information to stakeholders.

The school will acquire a DfE approved standard industry package for each of these tasks, the final choice being made through analysis of detailed business requirements against the approved list. Parents will be able to have access to their children's progress within the school through reporting delivered through such a system. The basic office productivity, messaging, intranet, internet, collaboration and file sharing functions have already been acquired through Google Apps.

## **IT in teaching and learning**

The framework of teaching is moving so quickly that it is difficult to accurately predict where IT will fit in the classroom in ten, five or even just a couple of years time. We plan to be as flexible as we can in order to best meet the ever changing needs and provision for students over the coming years.

Students are digital natives and so tablets will provide their basic tool in and out of school. This requires an effective curriculum and content management system for teachers to collaborate with students effectively. The school will use a mix of the most appropriate tools to achieve this – the Virtual Learning Environment and other content management tools will enable effective learning on campus or outside – our architecture will enable anytime anyplace access.

The school will give teachers the tools that they need – interactive whiteboards if that suits the teacher. Displays and Audiovisual tools will be simple and effective to use with products like Apple TV being employed to enable students and teachers to share work and collaborate seamlessly in the classroom. While the technology is becoming easier and more accessible all students will be receive training in the use of the devices and service they need. This will happen outside the normal curriculum times.

IT in the context of meeting the needs of differing abilities can be an extremely powerful tool. We aim to harness the full range of IT options open to us to best meet the needs of all pupils in supporting personalised learning pathways. All students will be able to benefit from these uses, but they will be invaluable for students with additional needs including SEN, ESL and children from vulnerable or deprived backgrounds where these resources can have a very real impact. An example of this is using IT to aid concentration and perseverance at a task, which some groups of children could find more challenging. IT is also a powerful tool for teachers in gaining real time feedback on students' understanding and assessment of a task, particularly through the use of hand-held tablets.

Specific areas of IT use we will include in the curriculum are:

- Electronic whiteboards
- Interactive learning
- The use of tablets across the whole curriculum
- The use of on-line learning resources
- Management of all pupil data

## **Teaching Computing**

We wholeheartedly adopt the new Open Source Computing approach in schools. Our computing curriculum will not lead to exams – it will be a fundamental creative component in the education we provide to our students. It will be a fun subject that rewards students for creativity, lateral thinking and completing projects.

We will teach Computing, not ICT. The school will have a computing lab with networked computers for use in teaching and for heavy-duty design tasks. We will introduce programming and development as core components of a creative subject which merges analytical thinking with problem solving and above all, creativity. Students will learn to code, to create applications and to use computing as a method of problem solving. We will also run creative courses using web tools and applications to help students create rich internet-based sites and applications.

A core component of computing is the ability for students to collaborate effectively with each other and therefore the curriculum will be designed to foster and encourage this skill in particular.

## 4.6 STAFF APPRAISAL AND PROFESSIONAL DEVELOPMENT

The most important asset to any school is the staff. In a boarding school, the impact of the teaching and support staff is even more prevalent. We will make certain that all staff who join the school share our ethos of inclusivity, aspirations for all students and a shared community spirit. Staff at Holyport Free School will embrace the commitment we have for all students to participate and thrive in a holistic education, where we value the personal, social and spiritual development of every student alongside their academic progression.

We will provide all our staff with ongoing support and training to ensure they are able to meet the demands of delivering our curriculum successfully to all students. In particular, all staff will have additional training in supporting our target groups – children with SEN, those on FSM and children in care, and will receive specific training in developing personalised learning strategies. Additionally, we will provide ongoing training in IT to ensure that all staff are maximising the benefits of these resources in the curriculum, through a Virtual Learning Environment and in monitoring and tracking progress.

Alongside rigorous, traditional methods of teaching, staff will be encouraged to develop new teaching and learning techniques, appropriate to individual learners' needs. We want teachers, like their pupils, to become continuous learners in their own right. We will encourage them to 'take risks' and to develop their own dynamic approaches to teaching and learning. Above all, we aim for every lesson to be judged 'outstanding' and to be challenging, inspiring and relevant. We want teachers who love their subject, and who want to share that enthusiasm with young inquiring minds.

Teachers will be given additional responsibilities which will include the roles of House Parents, House Tutors, Heads of Subject, Senior Leadership Team and designated areas of responsibility, which will provide excellent opportunities for professional development and career development. Additionally, we will expect all staff to contribute to the co-curriculum of the school. This might include running sports clubs, music and drama clubs, and other clubs and societies. We believe it is during this time at the end of the day that provides ideal situations to develop and strengthen mutual respect and friendship between staff and pupils, and in turn, reduces the incidence of poor behaviour and absence.

Our training and support will include:

- Regular staff meetings which include professional development
- Lesson observations and shadowing
- Coaching and mentoring
- Departmental discussions with staff & pupils to reflect on best practices
- Attending external and internal training events
- Regular staff surveys to measure satisfaction and to identify areas for development or improvement
- Governors acting as 'Critical Friends' during lesson observations and subject discussion.

Training for non-teaching staff will also be a priority for us. We believe it is vital that everyone who works at the school – Teaching Assistants, catering staff, administrative staff, grounds men and medical staff are all ‘on task’ with our vision and ethos and are sensitive to some of the behavioural and emotional issues facing some of our students. We will ensure that all staff at the school fully understand and follow our behaviour policy and that any action taken is consistent with our code.

Governors will agree, and the school will implement, a Performance Management policy encompassing teaching and support staff. We aim to be an Ofsted ‘outstanding’ school with outstanding teaching, and by targeted professional development and performance management we will ensure excellence in our teaching and leadership.

#### **4.7 TIMETABLE**

Our proposed timetable is designed to best meet the needs of all our students. It is based around a boarding school education in that there is a longer compulsory school day and lessons on Saturday mornings. We believe this works well with all students as it allows for a co-curriculum, which has both depth and breadth. Our longer day provides regular sessions of sport and physical activity alongside the opportunities to participate in a rich and varied optional curriculum, which includes sport, the creative arts, and other academic and non-academic interests. This period at the end of the school day emphasises the importance we place on the development of the whole student – academically, physically, personally and spiritually.

Our timetable also allows time for a more personalised session each morning with tutors – providing valuable opportunities to discuss daily school events and notices, PSHE as well as for individual concerns and issues.

After supper, boarders will be under house parent supervision, when there will be an opportunity to complete homework in prep rooms or study bedrooms, use school facilities or take part in inter-house competitions, evening clubs and societies.

##### **Daily routine**

This will be a typical timetable for a pupil in the upper end of the school (Years 11 and above). There will be six ‘one hour’ lessons each day, which will include 5 minutes to move between classes.

For younger students, lunch is taken one hour earlier, and Lesson 4 is carried out after lunch.

<b>Timetable – Monday to Friday</b>		
Start	End	
07.30	08.00	Breakfast for boarders and optional day pupils
<b>08.20 Start of compulsory school day</b>		
08.20	08.45	Registration and tutorials
08.45	09.45	Lesson 1
09.45	10.45	Lesson 2
10.45	11.00	Break
11.00	12.00	Lesson 3
12.00	13.00	Lesson 4
13.00	13.45	Lunch
13.45	14.00	Registration with tutors
14.00	15.00	Lesson 5
15.00	16.00	Lesson 6
16.00	16.15	Break
16.15	17.30	Activities/homework
<b>17.30 End of compulsory school day</b>		
17.30	18.00	Supervised homework for boarders and ED
18.00	18.45	Supper (ED leave after supper)
18.45		Under supervision of House parents

<b>Timetable – Saturday</b>		
Start	End	
07.45	08.15	Breakfast for boarders and optional day pupils
<b>08.45 Start of compulsory school day</b>		
08.45	09.00	Registration
09.00	10.00	Lesson 1
10.00	11.00	Lesson 2
11.00	11.30	Break (1/2 hour)
11.30	12.30	Lesson 3
<b>12.30 End of compulsory school day</b>		
Boarders free to stay in school for the weekend or go home (to return either on Sunday evening or on Monday morning)		

### Length of lessons:

Each lesson lasts 60 minutes (this includes 5 minutes between lessons). We believe this gives teachers the opportunity to develop lessons which provide breadth and depth to learning and personalised learning approaches. Time spent moving between lessons is also minimised.

Monday – Friday: 6 x 60 minute lessons  
Saturday: 3 x 60 minute lessons

There will be a total of 33 hours lessons per week for the main curriculum. In addition, pupils receive 4 x 75 minutes each week (Monday to Thursday) of compulsory time for co-curricular activities and supervised homework. In just under 29 weeks of teaching the minimum requirement of 950 hours of taught lessons per annum is achieved. This provides the flexibility to have slightly shorter terms (compared to comprehensive day schools) and more time for staff training.

### Outline of the year

Our term dates, and half-term breaks will be co-ordinated as far as possible to fit in with other schools in RBWM.

Autumn term: 14 weeks (7 weeks either side of a week's half term)  
Spring term: 10 weeks (5 weeks either side of a week's half term)  
Summer term: 12 weeks (6 weeks either side of week's half term)

Pupils: 36 weeks of learning (16 weeks of holiday)  
Teachers: 36 weeks of teaching and 2 weeks of training spread throughout the year. (14 weeks of holiday)

### KS3 Indicative Timetable:

Yr 7 & 8: 2 form entry, 20 pupils per group, Yr 9: 4 forms, 20 pupils per group

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Lesson 1	English	Maths	English	Maths	English	Geography
Lesson 2	Maths	English	Maths	English	Maths	Music
Break						
Lesson 3	MFL	Computing	History	MFL	History	PE
Lunch						
Lesson 4	Science	MFL	Science	Science	RS	
Lesson 5	Games	Art	Games	Science	Games	
Lesson 6	Games	Art	Games	DT	Games	
Break						
Extra - co	Activities	Activities	Activities	Activities		

6 taught periods per day x 5 days per week, 3 taught periods on Saturday = 33 hours per week

#### Years 7 & 8

2 groups per period, 2 Years, Total TPPW = 132

#### Year 9

4 groups per period, 1 Year, Total TPPW = 132



**KS4 Indicative Timetable:***Yr 10 & 11: 4 form entry, 20 pupils per group*

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Lesson 1	English	Maths	English	Hist/Geog	English	Science
Lesson 2	Maths	English	Maths	English	Maths	Opt 2
Break						
Lesson 3	MFL	Science	Hist/Geog	Opt 2	Hist/Geog	MFL
Lesson 4	Science	Science	Opt 1	Science	PE	
Lunch						
Lesson 5	Games	Opt 2	Games	Games	Science	
Lesson 6	Opt 1	MFL	Science	Games	Opt 1	
Break						
Extra - co	Activities	Activities	Activities	Activities		

*6 taught periods per day x 5 days per week, 3 taught periods on Saturday = 33 hours per week*

**Year 10 & 11**

*4 groups per period, 2 Years, Total TPPW = 264*

**KS5 Indicative Timetable:***Yr 12 & 13: 8 form entry, 11/12 pupils per group (90 in each year group)*

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Lesson 1	1 <sup>st</sup> AS	2 <sup>nd</sup> AS	3 <sup>rd</sup> AS	4 <sup>th</sup> AS	3 <sup>rd</sup> AS	3 <sup>rd</sup> AS
Lesson 2	1 <sup>st</sup> AS	2 <sup>nd</sup> AS	3 <sup>rd</sup> AS	4 <sup>th</sup> AS	P/S	4 <sup>th</sup> AS
Break						
Lesson 3	4 <sup>th</sup> AS	1 <sup>st</sup> AS	2 <sup>nd</sup> AS	P/S	4 <sup>th</sup> AS	1 <sup>st</sup> AS
Lesson 4	2 <sup>nd</sup> AS	P/S	1 <sup>st</sup> AS	2 <sup>nd</sup> AS		
Lunch						
Lesson 5	3 <sup>rd</sup> AS	3 <sup>rd</sup> AS	4 <sup>th</sup> AS	Community	2 <sup>nd</sup> AS	
Lesson 6	P/S	Option	P/S	Community	1 <sup>st</sup> AS	
Break						
Extra - co	Activities	Activities	Activities	Activities		

*P/S = Private Study*

*6 taught periods per day x 5 days per week, 3 taught periods on Saturday = 33 hours per week*

**Year 12 & 13**

*8 groups per period, 2 Years, Total TPPW = 528*

## 4.8 DIFFERING NEEDS OF PUPILS

Our vision and ethos for Holyport Free School is for every child to fulfil their potential regardless of academic ability, income or life experience. Our school will be genuinely comprehensive in its intake and we will actively encourage an inclusive admissions policy where all students have the opportunity to excel. We will remove the barriers, which can prevent some students from succeeding in every sense. We will support them in every way – intellectually, physically and spiritually. Our priorities will be to ensure we have a complete understanding of each child's needs and that we put in place personalised learning approaches and strategies, which differentiate and are effective and appropriate to those needs.

We anticipate a diversity of students of differing educational needs and backgrounds at Holyport Free School. The percentage of children in RBWM with statements of SEN or on School Action Plus is currently 8.7%, and this is in line with the national picture. However, there is variation across the borough, and we hope to target the Dedworth area in particular, where the percentage increases to 14.2% (based on Dedworth Middle School).

Unemployment in the borough is low but there are pockets of deprivation. Around 7% of children across the borough are eligible for Free School Meals, but the level is much higher in the lower-income areas where we are targeting our intake.

Currently 14.5% of pupils in secondary education in the borough do not have English as their first language, slightly higher than the national picture and we would expect our school's intake to reflect this level.

Pupil mobility (movement outside the normal transition year groups) is relatively high at 10%, mainly around Windsor and partly due to the presence of two army barracks.

We aim to work with RBWM Children's Services to provide a number of places to vulnerable children on the edge of care, therefore our anticipated numbers are likely to be much higher than average.

Our overarching principle in meeting the needs of our students is one that promotes a whole-school approach, rather than simply identifying and supporting discrete groups of learners. Our principles for addressing the needs of pupils at our school can be summarised as follows:

- A shared commitment to inclusion
- Supporting the achievement of **all** learners through different approaches to teaching and learning
- Providing resources which all students can access to enhance their learning experience
- Recognising and celebrating the value and contribution every child brings to the school

- Ensuring staff, governors, pupils and parents share this commitment to inclusion and developing a collaborative approach to supporting the needs of all students
- Having high expectations and aspirations for all students

All staff will receive comprehensive training in providing differentiation of learning pathways. The SENCO will have overall responsibility for learners with additional learning needs and will be accountable to the Deputy Head of Academic. Tutors will also play an active role in monitoring progress of students, and keeping track on day-to-day issues. The tutor will liaise directly with the SENCO in all matters relating to a student's academic, social, behavioural and personal development. Other key staff working with the SENCO will be: the Gifted & Talented Co-ordinator, ESL Co-ordinator and Looked After Children (LAC) Co-ordinator

ICT will play an important part in enhancing the educational experiences of learners, through hand-held tablets, smart boards, and interactive learning resources and as a means of tracking accurate and up to date data on pupil performance, wellbeing and behaviour. Further details of the use of ICT in supporting learning for these students is contained in Section 4.5.

#### **4.8.1 GIFTED & TALENTED PUPILS**

Our over-riding principle is that in order to maximise the progress and potential of all students, they will learn more effectively if they are happy, motivated and confident. We need to ensure we have the right foundations in place for all students to make successful learners and this includes those identified as Gifted and Talented. In addition we aim to develop a positive ethos around academic attainment and aspiration and will celebrate academic success at all levels. We will support these students emotionally and intellectually and help prepare them for applications to top class universities.

#### **Identification of Gifted & Talented**

Some students will have been picked up at primary school as being on the Gifted & Talented spectrum. Other children may be less obvious. This is particularly true among certain groups of learners – children from low socio-economic families, ESL, SEN, children in care or late developers. Our staff will be trained to ensure they identify potential early and that they are open-minded, sensitive and non-prejudiced in their approach.

Our assessments will include a combination of quantitative data and qualitative feedback. Gifted pupils falling into this category may be identified initially through CAT tests on their year of entry. Their rate of progress (Value Added scores) will also be relevant to identification. Other useful indicators will include parental input, students' work and class observations. Talented students will be identified through the relevant departments in which they demonstrate exceptional talent – Art, Drama, Music or Design and Technology. It will be important for our staff to look for subtle signs of high ability (such as an in-depth interest in a particular subject) and that they create

the right opportunities to identify these talents, as some learners may be reluctant.

### **Supporting Gifted & Talented Students**

The key aim behind any support for G&T learners is **stretch**. This will be achieved in three ways:

- Breadth – extension to learning
- Depth - enrichment
- Pace – the acceleration of progress

We will support staff to find challenging learning opportunities in a supportive environment which will develop breadth, depth and pace for all learners but especially Gifted and Talented pupils. We intend to support these students in a number of practical ways:

- Personalised learning pathways will be created, tailoring learning to the abilities and prior knowledge of these learners. Teachers will ensure that students are suitably stretched and challenged
- Academic performance will be regularly tracked and feedback reported back to the students through their contact time with tutors
- We will foster a positive culture in the classroom for having high aspirations. It will be 'cool to be clever'.
- Individual and group mentoring will be put in place in order to support their academic and social development. Again, the role of the tutor in this will be key
- We will provide greater opportunities for students to work independently and have greater control over their learning
- The school will work with Talented students to ensure they are able to co-ordinate their time effectively to meet the demands of their talent alongside their academic progress.
- Gifted and Talented students will be kept up to date with outside opportunities in which they may benefit – summer schools, conferences and workshops targeted at these students can have enormous benefits in raising aspirations and goals.
- We will provide access to expertise and resources which will develop particular talents
- We will provide staff training to support Gifted students and to develop higher order thinking skills
- We will put in place effective leadership which shares the principles of Gifted & Talented in embracing success

Our Gifted and Talented programme will be the responsibility of an appointed G&T Co-ordinator, who will develop the profiles of these students and ensure that information is shared with staff. He or she will work closely with the Senior Leadership Team and the Professional Development Co-ordinator in developing the personalisation of learning and ensuring there is suitable challenge in lesson plans. He or she will oversee the programme of enrichment (co-curricular) to ensure needs are being met and set up clear systems to analysing the views of parents and students regarding the provision and support given to Gifted and Talented pupils. There will be close liaison between the pupil, Tutor, parents and G&T Co-ordinator to ensure support at the school is highly effective and that students are maximising their potential.

## **4.8.2 SPECIAL EDUCATIONAL NEEDS**

Holyport Free School will meet the requirements of the SEN Code of Practice and will also meet obligations under SENDA and the Equality Act 2010. The school will pay due attention to all current legislation with respect to student with special educational needs.

Many children, who have thrived in a primary school, fail to make the same expected levels of progress in a much larger school, with less emphasis on an inclusive, respectful community that embraces students irrespective of need. Holyport Free School hopes to make a real difference to the lives of those children who will benefit from our strong community ethos and personalised learning.

In accordance with our strong ethos that everyone has the right to achieve their potential, equality of opportunity will be a priority of the school and we will value the contribution made by each individual. We aim to provide outstanding teaching and effective support to encourage all students to have high aspirations. We aim for students to achieve this by reaching the highest standards of self-motivation and self-discipline, supported by exceptional pastoral care and the implementation of effective strategies.

For many children with a statement of Special or Additional Educational Need, or who are disabled, the outlook can be poor. These students are twice as likely not to end up in Education, Employment or Training when they finish school, and a large proportion experience difficulties as they are making the transition from school to adult life.

Holyport Free School will aim to identify individual needs early and to ensure appropriate teaching and learning approaches are put in place. We anticipate that around 10% of children at the school will be statemented or on School Action Plus, although the actual number could be higher, given the level of interest from parents of children with SEN.

The Special Educational Needs Co-ordinator (SENCO), in collaboration with the Head Teacher and governing body, will play a key role in determining the strategic development of the Special Educational Needs policy and provision in the school to raise the achievement of children with special educational needs. The SENCO will be accountable to the Deputy Heads. The Head Teacher will have responsibility for ensuring that all SEN related policies and practices adhere to the SEN Code of Practice while the SENCO will take day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with special educational needs, working closely with teaching assistants, other academic staff, parents and carers. The SENCO will also provide related professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs.

The SENCO will liaise with external agencies and services, including speech and language, occupational therapy, educational psychology services,

RBWM's Children's Services, health and social services, voluntary bodies and other service providers. We aim to make full use of the most appropriate services to ensure all students are getting the precise help they need. We will be open to new and alternative therapies including Applied Behaviour and Analysis (ABA).

In line with our vision that learning and progress will be a shared responsibility between students and staff, we will actively encourage all our students to be independent learners. Opportunities will be provided for students to contribute to discussion and decisions regarding their learning and progress. Parents' and carers' views will be actively encouraged to better understand their aspirations and family circumstances, and we will seek to establish a trusting and collaborative approach between students, staff and parents, in which they have greater input and choice in the provision of their child's support. We will work closely with primary schools to better understand the current strategies in place.

Our curriculum for students with SEN will be based on the following set of principles:

- Staff will have high aspirations for all pupils
- Students will have equal opportunities to progress
- Staff will work collaboratively to share best practice in identifying and overcoming barriers to learning, overcoming challenging behaviour, eradicating bullying and putting early interventions in place
- Staff will adopt a flexible and graduated approach to support the differing needs of pupils
- We will implement a clear set of targets and careful tracking of progress
- We will ensure TA's don't become substitutes for qualified teachers
- Staff will tackle behaviour quickly and effectively to ensure students do not miss out on valuable teaching time
- Tutors will work with pupils, parents and other providers to ensure successful learning outcomes
- Teachers will use ICT effectively to support and enhance learning
- Staff will work in partnership with external services and agencies to ensure interventions are streamlined and effective.
- The school will support students throughout their time at the school and in the transition to Higher Education or vocational training.

A system of Provision Mapping will be put in place (replacing IEPs), which will be reviewed and updated on an annual basis.

Students will normally be identified through reports from their previous school, and in these cases the SENCO will manage the transfer and induction to the Free School, and ensure that staff are informed of individuals' needs.

Identification will also include students' files, KS2 scores and other data, lesson observation and feedback from staff through contact with the SENCO. Our school will also carry out a number of tests – NFER Cognitive Ability tests, reading and spelling and other tests which may be appropriate.

In line with our ethos of inclusivity, all students identified with special needs will be integrated within the school as a whole. Students will continue to learn alongside their peers as far as possible, and we will put in place additional learning time outside the normal curriculum hours to provide extra support, normally for one or two sessions at the end of the school day. We believe children with SEN will thrive if they are given the same opportunities to learn. All too often, these learners miss out on valuable teaching time when they are taken out of the normal curriculum. Similarly, children can lose out on the wider curriculum, taking additional classes in English say, rather than joining an Art class. We believe students should have access to the whole curriculum, and in particular those students who have the potential to achieve at the highest level in subjects where their learning disability does not impact in any way. Furthermore, Teaching Assistants have a valuable role to play in supporting children with additional educational needs but they are no substitute for trained subject teachers. We will ensure that students are not inhibited from accessing a full curriculum delivered by trained and inspiring teachers.

Holyport Free School will provide a dedicated quiet room in the school for children to use who would benefit from an environment that they can go to beyond the reach of most pupils. We believe this will be of particular benefit to children on the autistic spectrum and children with emotional or behavioural difficulties who may need times in the day to be quiet and reflective, away from the 'noise' of a lively school. This area will be supervised by one of the medical team, in conjunction with the SENCO.

Three stages of intervention will be identified, based on the New Code of Practice.

**School Action:** where the school uses resources from the mainstream budget and the decision to place a student on School Action is taken by the school. In these cases, we would expect students to be supported with additional teaching in the core subjects of English, Maths and Science. Our flexible co-curriculum will provide excellent opportunities to capitalise on this time in order to provide additional support. At Key Stage 4, there will also be flexibility in timetabling to provide extra teaching time and more personalised learning in core subjects. Students at risk of exclusion will receive additional pastoral support through their house tutor.

**School Action Plus:** in addition to the school, some outside agencies will be involved in providing support. These include the Educational Psychologist Service, the Behaviour Support Service and the Sensory Consortium. We anticipate that most students on School Action Plus will be placed on this as a result of behavioural or emotional difficulties rather than specific learning difficulties. We will put in place rigorous practices to ensure students receive



the relevant support and interventions to help

**Statemented Students:** where a student's educational needs are recognised as requiring resources in addition to those available at the school. Provision for these students will be identified in their statement and the school will work closely with outside agencies and the local authority to ensure interventions and support are being provided.

In addition to students identified with special needs, staff will be trained and will work alongside the SENCO to support children who are experiencing temporary difficulties in the learning. Specific strategies and interventions will be put in place to help learners to get back on track with their progression.

As with all students but in particular those with special needs, the role of the house tutor will be to ensure that they are integrating successfully into the school, achieving their full academic potential and making the right progress in their personal and emotional development.

### **Disabled pupils and pupils with medical needs**

In keeping with our ethos of equality of opportunity for all students, we will promote the inclusion of disabled children at Holyport Free School and will not discriminate against disabled pupils for a reason relating to their disability.

In line with current guidelines, we will ensure that we have an accessibility plan in place and wherever possible will make adjustments in order to increase access for individual pupils. We will be mindful of the physical environment and will seek to include provision for disabled children as far as possible, including lifts and ramps, lighting, carpeting etc. We will make greater use of ICT as a resource to aid students with disabilities, and will give particular attention to the organisation of the classroom, timetabling and support from other pupils.

All buildings will have disabled access and the outside recreation areas will be easily reached by wheelchair. All boarding houses will have some bedrooms on the ground floor to enable wheelchair access. In addition, the school will benefit from an on-site medical centre. This will ensure that students' learning is minimally disrupted so that academic achievement is not compromised.

Our on site medical centre will provide additional medical support to students with health issues and in so doing, minimise the disruption caused by missed lessons.

### **4.8.3 ENGLISH AS AN ADDITIONAL OR SECOND LANGUAGE**

The percentage of senior school pupils in RBWM who do not have English as a first language is 14.5%, slightly higher than the national average (12.3%). This level varies widely from school to school – from over 46% to less than 5%.

During the latest academic year (up to September 2011), more than 90 pupils arrived in schools across RBWM, speaking languages other than English, with over 40 different languages spoken. Of these, just over half (54%) entered one of the eight secondary schools.

We know that some areas of deprivation also correlate with children and young people speaking English as an Additional Language (EAL). This is particularly so in the Maidenhead wards, such as (parts of) Riverside, Belmont, Boyn Hill and Furze Platt. There are around 12% of EAL pupils in the Dedworth area (the closest area of deprivation to Holyport Free School).

For students who do join Holyport Free School with English as an Additional or Second Language, our priority will be to make certain that from day one their experience of school life and their learning is positive. To achieve this we will ensure that we have as much background information about the child beforehand as possible. This will include their family circumstances, their proficiency in each of the language skills, their family's home language and proficiency in English, the child's academic records (where possible) and any additional learning needs.

We will provide a dedicated ESL Co-ordinator who will have overall responsibility for pupils who do not have English as their first language. They will report to the SENCO and liaise with teaching staff, tutors and the Senior Leadership Team to ensure effective measures are put in place, and that students are making the necessary levels of progress.

We will provide an effective and in-depth induction when the student first arrives at the school. We believe that it is really important to get the small things right so that students with language difficulties do not have to deal with added anxieties by not knowing the routines and practices of the school. We will provide every child with a 'buddy' who will be responsible for helping these children to get to the right lessons and to integrate with other members of the year group quickly and positively.

Our approach for tackling the issue of language is total immersion. We recognise that a student's path to progression and academic attainment is dependent on developing the four language skills of listening, speaking, reading and writing. One of the real benefits of our school will be the longer school day and the opportunity to participate in extra-curricular activities. We believe this immersive approach (particularly beyond the classroom) will be the fastest and most effective way to language acquisition. It will also be the most natural and enjoyable way of learning the language.

In addition, we will look to put in place an accelerated programme of language learning so that students do not fall behind with their academic progression. We will also aim to develop strong partnerships with parents, so that they understand and support our teaching and learning plans.

RBWM has a specialist support service for ethnic minority pupils, which was formerly funded by a ring-fenced grant. This funding is now in the DSG (dedicated support grant) and like many schools in RBWM, we would expect to make use of this service, as the need arises.



#### **4.8.4 CHILDREN FROM DEPRIVED BACKGROUNDS**

RBWM is fortunate in that the proportion of children under the age of 16 who are living in low income households stands at 10.3% compared to a national average of 21.6% (based on 2008 HM Revenue and Customs data showing children in families in receipt of out of work means-tested benefits or in receipt of tax credits where income is less than 60% of median income). The five wards in RBWM with the greatest proportion (more than 15%) of children from low-income families are: Oldfield, Datchet, Furze Platt, Clewer South and Clewer North.

The map below outlines the areas of greatest deprivation in the borough, and the corresponding location of Children's Centres. The proposed site of Holyport Free School is ideally placed to reach out to some of these areas of deprivation, particularly around the areas of Dedworth, outside Windsor.

HFS

Using FSM as a proxy indicator, the most recent performance statistics highlight an unacceptable gap between children on FSM and non-FSM. In fact, while the gap for other groups has closed, the achievement for children on FSM has stayed relatively static. In RBWM, the results are even more shocking. This 41.7 percentage difference is far greater than the national average for England; we are failing our most deprived learners in the area. Our indicators support these findings; RBWM children from low income families are half as likely to be entered for the English Baccalaureate (4.1% compared to 7.8% nationally), and the percentage achieving the English Baccalaureate stands at only 2.7%. More affluent children in the borough fare significantly better, beating the national average in English Baccalaureate attainment and the proportion being entered for these subjects.

One of the explanations for this division is that schools in the area (and in other areas with low populations of FSM) are not identifying this group specifically, and that by ignoring their particular needs, they are failing to make adequate progress.

<b>Percentage of pupils achieving 5 A*-C including English &amp; Maths (2011)</b>		
	<b>RBWM</b>	<b>England</b>
Pupils - FSM	24.3%	34.4%
Pupils – non-FSM	66.0%	62.9%
% point gap	41.7%	28.5%

Helping those students whose backgrounds are not conducive to education and learning is central to our vision and ethos. We recognise that every student only has one chance to succeed in their school life and we want to make every effort to ensure no one is left behind in reaching their aspirations and academic potential. Disadvantaged children may have a number of complex needs and challenges – socially and culturally. They may have low aspirations and poor attitudes to school and learning. Staff too, can be guilty of setting low aspirations. However, we believe that these students can make the same progress as their peers providing they are given the right balance of challenge and support.

We will achieve this by ensuring we identify learning needs early, monitor progress and set up effective interventions when necessary. We are aware that some of these children may start at Holyport Free School already lagging behind their peers. We will target those students and implement a programme of accelerated progress, through additional literacy and numeracy lessons and more one-on-one tutorials. We will make greater use of ICT and will provide computers or tablets and other learning resources for children who do not have access to the Internet or text books at home. We will put in place teaching methods that are known to have most success with these learners – active learning, problem solving and talk for learning.

Monitoring progress is key for these students and providing detailed feedback to pupils on a regular basis is particularly important, as they are more likely to suffer from low self-esteem and self-confidence. Assessment for Learning is also an effective strategy for providing on-going feedback.

Our school will be uniquely set up to provide outstanding pastoral care to these students who, without the right support and interventions, can be at risk of becoming disengaged at school through poor attitudes and attendance. Our tutor system will provide the ideal means of support, providing opportunities to identify issues early and to better understand how we can help and support them – emotionally, culturally and academically. Group sessions will provide opportunities to overcome social or emotions barriers. Our co-curriculum will provide all children with the same opportunities to develop their interests and talents from across the spectrum, and the longer school day will provide more time to maximise the breadth and depth of learning – both in the classroom and outside.

Our staff will be aware of which children are on FSM and will understand what strategies to use to support them with their learning. Importantly, staff will have high aspirations for all pupils, and will ensure that resources in teaching reflect the experiences of the diversity of learners. Our staff will be sensitive to the stigma of labelling, and information about students on FSM will be kept confidential. Our compulsory lunchtime meals will remove the issues often associated with FSM (as non-FSM parents will be invoiced directly). No child will be precluded from participating in a cultural trip or in any part of the curriculum and we will provide uniforms, games kit and other school and IT equipment free of charge from our school budget.

In addition, children on FSM will be able to take advantage of all meals at the school through the provision of our extended school day. This provision will be part of the school's budget.

Our co-curriculum will provide disadvantaged students with equal opportunities to participate in and enjoy a range of interests and activities which will help them to develop good attitudes to learning, as well as teaching them important skills and values. They will also have opportunities to undertake homework assignments at school in a supportive environment with access to technology and literature. We aim to develop important links with 'hard to reach' parents and carers in this target group so that both parties can better understand the needs and motivations of each other. We will take the time to reinforce the key drivers for success at school – attendance, conduct, attitude, and motivation; and will listen to concerns and issues and find ways to overcome these difficulties.

#### **4.8.5 CHILDREN IN CARE AND 'ON THE EDGE' OF CARE**

The outcomes for children in care are not acceptable. National figures suggest most will leave school with few if any qualifications. In 2008, only 14% of children in care achieved 5A\*- C at GCSE. Barriers to academic success include: emotional difficulties; the care system itself which can be disruptive to home and schooling; and the school system which fails to provide a good quality learning experience and the right support in place to ensure they thrive at school. It is also important to recognise that these children are more likely to have Special Educational Needs – 28% have a statement of SEN compared to a national average of just 3%.

The failure of certain groups of children goes against the whole ethos of our school and we aim to utilise the unique qualities of our school to target those children who could gain the most. We believe that through a close partnership between RBWM and Holyport Free School, we can provide an exceptional package of support to children in care so that they can progress, achieve and succeed.

We intend to work closely with RBWM and the Virtual School Head (VSH) to identify students who would have the potential to benefit from attending our school through its strong community ethos, its structure, discipline and outstanding pastoral support.

Holyport Free School will have a Designated Teacher who will work with each child and will ensure that continuity of education and welfare is the overriding priority, and that an effective Personal Education Plan is put in place. This will set high expectations of progress and attainment and will set out the additional support the student will need to succeed. One-on-one tuition will be used as an effective approach to engaging these learners, and additional resources will be made available to support their learning.

The Designated Teacher will liaise with the House Tutor who has overall responsibility for their academic achievement and emotional welfare. We aim to promote wellbeing and self esteem in all children but especially children in care who will respond to a consistent, supportive and attentive mentor (in this case the House Tutor). The leadership of the school will ensure that effective measures are put in place to support the particular needs of these children.

As with learners from disadvantaged backgrounds, we believe that the priority for support will be in providing learning experiences that are personalised and individual. In addition, our co-curriculum and emphasis on pastoral care in a positive, nurturing environment will give support to the child in the widest context.

## **Children 'on the edge' of care**

We have held very positive discussions with RBWM to consider how we can support children in difficult family circumstances through the provision of a number of boarding school places. These places would be for children at risk of going into care. Children who would fall into this group include: those who may be at risk to their wellbeing, difficult family situations such as severe illness or disability, drug or alcohol problems, domestic violence, homelessness, acute financial hardship or a family on the edge of a breakdown. The child might be cared for by an extended family. The carers themselves may be disabled, elderly or ill and unable to provide 52 week care. We believe the children most likely to benefit from a boarding school environment will have:

- Strong links with their family network but full-time longer care is not possible
- A good care arrangement out of term time
- Good attachments and the ability to make and sustain positive relationships
- The children themselves are happy to consider boarding
- The families of these children support the placement

The local authority has confirmed their commitment to fund a number of places at the school from Year 7 to 13 (see attached letter in Section 5.3).

By providing these children with a boarding school place, they will be able to receive consistent care and support, routine, companionship and excellent welfare in a safe and homely environment. We will work closely with the local authority to put in place the best means to help these children and their families to make the decision and smooth transition to boarding school life. We anticipate that during the holidays, children will stay with grandparents or other relatives, where it is not in the child's best interests to return to the family home.

The benefits of this proposal are three-fold:

- Children who take up a boarding school place are less likely to end up in full time care
- They are able to live in a safe, healthy and nurturing environment
- They are more likely to achieve their full potential in every sense - academically, socially, spiritually – and their future prospects will have been transformed.

The Royal Alexandra and Albert School in Surrey is an excellent example of where children on the edge of care have been successfully integrated into the life and community of the school. We believe we can replicate this model and, with the support of sensitive pastoral care and experienced teaching, give these children very real opportunities to buck the trend and succeed.



#### **4.8.6 CHILDREN FROM FAMILIES IN THE ARMED FORCES**

We are committed to prioritising boarding places to children from families in the Armed Forces. We also intend to make it easier for children who are joining the school as day pupils so that the transfer from their previous school is simple and straightforward. RBWM has relatively high levels of pupil mobility (around 10% of pupils in any one year join or leave a school at a point other than the normal age), and this is partly due to the presence of two army barracks in Windsor.

It is clear from our initial research that there is great interest in state boarding schools within the MoD in the context of the Continuity of Education Allowance offered by the MoD. We believe Holyport Free School will offer an attractive option for families from the Armed Forces and represents a cost effective option for future MoD budgets. The priority for boarders offered by Holyport Free School will be irrespective of geographical location of the parents. Holyport Free School will therefore be open to parents in the Armed Forces across the UK. We are looking to offer one full boarding bursary per annum for a child from a military background in RBWM in addition to a minimum of three bursaries per annum available to children from RBWM from a disadvantaged background. In both cases the bursaries would be offered to children who demonstrate the potential to excel in a boarding environment. Holyport Free School is looking to collaborate with local schools in the independent or maintained sector to offer the CCF as an extra curricular activity. Finally, Holyport Free School will look to establish a community link with one of the Army regiments stationed in Windsor given the importance of our military connections to the local community of Windsor and Maidenhead.

There are a number of steps we will take to ensure these pupils are not held back from achieving and progressing. These include:

- Ensuring the admission process for the school is made easier so that parents are not left with unnecessary uncertainty about their child's place
- Ensuring information transferred between schools is up to date and of a high standard
- Ensuring continuity and speed of provision for children with SEN.
- Supporting their social and emotional wellbeing. Pupils who have had to move schools regularly may need additional support, in addition to the stress caused by family absence, particularly to potentially dangerous areas.
- Ensuring there are positive lines of communication with the Armed Forces, including having a point of contact at the barracks and opportunities for members of the armed forces to take part in lessons, PSHE and extra-curricular activities
- Implementing appropriate learning approaches to support continuity in their education. This includes developing personalised packages to best meet the needs of individuals. For pupils studying for external exams this may mean ensuring new schools have access to completed coursework
- Provision of CCF in school to build positive attitudes.

## **4.9 MEASURES OF SUCCESS AND PUPIL ACHIEVEMENT**

### **4.9.1 DEFINING SUCCESS**

Our vision is to create an outstanding school with high aspirations for all and one where every child has equal opportunities to make real progress and achieve their potential, regardless of ability, background or life experience. Our students will leave school with a passion for learning and with the skills they need to succeed in their future careers. They will develop high moral values and a commitment to making a real contribution to the school and to society.

Staff will support, challenge and inspire our students. Our school will have an outstanding reputation among parents and the wider community and will work collaboratively with other schools to raise standards across the board.

Defining standards of success and continually monitoring progress will be the driving force in helping us to make decisions about allocating resources, establishing curricular priorities and supporting new initiatives that will directly enhance the success of all students. We will endeavour to constantly build on our accomplishments while also addressing areas for improvement. The success of our vision can be considered through a number of key measures:

#### **Academic achievement**

We aim for every pupil to complete Key Stage 4 with a minimum of 5 GCSE's at A\* - C. Furthermore, a minimum of 80% of all pupils will achieve 5 A\* - C including English and Maths. The English Baccalaureate is central to our curriculum and we aim for every student to complete the course, and for at least 65% to achieve success in all these subjects. We recognise that this is a relatively new measure of attainment and as such is significantly above the national average, but believe that our curriculum and focus on core subjects will allow every student the opportunity to succeed here.

#### **Progress**

We welcome the decision by Ofsted to replace Contextual Value Added measures of progress with simple Value Added scores. Consistent with our vision that no child at the school will be held back from reaching his or her full potential, we aim for every child to have equal opportunities to progress and we aim to close the gap on those groups of children that have traditionally not made the same improvements. Specifically we will aim for year-on-year trends which show that the gap is closing for children on FSM, SEN and those who are in care.

#### **Wellbeing**

Key to success at school is attendance and positive attitudes. We will aim for all children to attend school and for absence to be less than 3%. We will conduct student surveys and hold pupil forums to ensure satisfaction levels are high and our pupils feel safe and happy, both at school and outside. Incidences of bullying will be minimal and behaviour will be consistently good.. Students will participate in a range of co-curricular activities and sports, and in

so doing will develop important skills for life.

### **Future success**

We aim for the vast majority of pupils to continue their education at Key Stage 5. We will help those who decide to leave after Year 11 to enrol in other constructive academic or vocational courses or apprenticeships. Those who stay on at Holyport Free School will attain excellent academic qualifications at AS and A2, enabling them to gain places at the leading universities in the UK and overseas. When our students leave, they will have developed the personal skills they need to go on to lead prosperous and fulfilled adult lives.

### **Impact on the wider community**

We will work collaboratively with other senior and middle schools in RBWM and contribute to the community in a purposeful and constructive way. Pupils will leave with a keen desire to ask what they can give back rather than what they can give: every pupil in the school will make a positive contribution to the wider community through volunteering in libraries, schools, museums, care homes and other charity organisations.

### **An outstanding school**

We are confident that our proposed school will deliver on every key judgement by Ofsted: achievement; the quality of teaching; behaviour and safety; and leadership and management. Indeed, the other key measures of achievement are all dependent on these four criteria. Specifically, we aim for all our lessons to be judged as 'good' or 'outstanding'. We will achieve high levels of satisfaction from regular quantitative surveys amongst pupils, staff and parents. As a testimony to this, our school will be significantly over subscribed.

A summary of our Key Performance Indicators that are aligned to our definitions of success and which we would expect to be able to measure when the school is full, is outlined below:

<b>Summary of Key Performance Indicators</b>
5+ A*- C GCSE at KS4 will be 100% (currently 97% in RBWM)
5+A*- C including English and Maths at KS4 will be 80% (currently 63% in RBWM)
Awards of the English Baccalaureate at KS4 will be 65% (currently 22% in RBWM)
Pupils make at least three levels of progress to Key Stage 4
SEN pupils make four levels of progress to Key Stage 4
Performance of Gifted and Talented pupils - minimum 8+A*/A at GCSE
Measures that compare performance of deprived pupils (FSM) in school with the national average and RBWM will be significantly higher
All school leavers post Year 13 go into Higher or Further Education
All lessons will be judged 'good' or 'outstanding' by Ofsted and internally
All students participate in a wide variety of sport, music and other co-curricular activities
Pupil voice feedback is always above 90% (very or fairly satisfied)
Parental satisfaction surveys are always above 90%
All students participate in community service
Attendance is significantly higher than 95%
Staff satisfaction is above 90%

We will use a number of sources to determine whether we have met our measures of success. These will include:

- Published data from the DfE
- RAISEonline data
- Ofsted Inspections
- Leadership reports
- Staff surveys
- Pupil voice/tutorials
- Internal non-academic data, including attendance records, incidence of poor behaviour, participation records
- Parental surveys
- Community engagement

#### **4.9.2 MEASURING & TRACKING PROGRESS**

Outstanding academic attainment and progression is core to our vision and ethos. Therefore, rigorous, meaningful ongoing measurement and progress tracking is a vital part in achieving this aim. However, it is not enough to simply measure how far students have progressed at any given time. We also need to tell them what they need to do to improve and how they are going to get there. Therefore, our strategy for measuring and tracking progress is one where there is a continuous cycle of measurement, reflection and goal setting.

Our strategies for measuring and tracking progress can be summarised as follows:

- A clear and transparent understanding from students, staff and parents of their current levels of attainment and progression in any given subject, and at any time
- The use of key measures for tracking attainment and progress including RAISEonline, so that performance can be compared against local and national levels
- Measures of student performance, achievement and progress which ensure we are meeting the needs of each all students, and groups of learners.
- Robust and effective lines of accountability so that all stakeholders – governors, leadership, staff, parents and pupils – understand our systems.
- A flexible and dynamic system of goal setting which is challenging yet realistic
- Effective tracking that will show progress on a weekly, termly and annual basis.
- Regular tutorials to discuss progress, set targets and agree new approaches

and methods to reach these goals

- Recognition of the wider measures of success including attendance, behaviour, participation, good conduct, roles of responsibility.
- A system which increasingly gives responsibility to the student, allowing them to determine their own measures of success and set new goals.

We intend to use a robust ICT system such as the Capita SIMS Assessment and Reporting Suite for Secondary schools, as we believe this is the most effective and structured system for assessing and tracking student progress. It will also allow all staff to access key information on any student at any time – academic, behavioural, social and medical.

As part of the quality assurance of the school, staff will be regularly assessed through classroom observations, student feedback and work scrutiny. The Senior Leadership Team will ensure teachers are tracking students' progress and setting appropriate targets. Furthermore, judgements will be made to ensure staff are informing students clearly on how they can improve. Teachers' lesson plans will be checked to confirm that all students' needs are being catered for, and governors at the school will be linked to departments to provide additional input on evaluation of teaching and learning.

### **Feedback to students**

Students will meet regularly with their House Tutors to evaluate their effort, attainment and projected targets. They will be given opportunities to plan how they might improve their attainment levels as they study the curriculum. Tutors will liaise with subject teachers to monitor progress and revise targets. All students will receive half termly work reviews and will have the opportunity to discuss these with their subject teachers and Tutors. Students will have clear guidelines on what they need to do to improve and how they can get there.

### **Reporting**

A system of half termly internal reports will highlight pupils' progress and appropriate responses can be drawn up with tutors' and teachers' help. Some tutorials can be made over to individual meetings between tutor and pupil to this end. Parents will be invited to annual parent-teacher meetings and will receive reports in the other two terms.

A system of rewards will be established to encourage effort, achievement and progress, with weaker pupils just as likely to receive formal praise as those at the top end of ability.

### **Reporting to Governors**

Governors will receive regular updates on school performance and progress. This will usually be circulated via the Teaching & Learning committee. In the autumn term of each year (October) governors will receive a full breakdown of results including: performance in external examinations, Value Added scores, RAISEonline data, comparative data between groups of learners, subject

scores and residuals. The Governing Board will make recommendations to the Leadership team on how our measures of success can be improved and will expect the Senior Leadership Team to put in place immediate and effective interventions where weaknesses are detected.

The Teaching & Learning committee will continue to monitor progress across the school and subject specific where relevant to ensure new strategies and interventions are being carried out promptly and effectively.

### **Accountability**

The Head Teacher and Senior Leadership Team will ultimately be accountable for the performance of the school and for the quality of educational experiences. Senior leaders and Middle leaders will report through the line management structure of the school and be responsible for aspects of provision and outcomes related to their areas of responsibility. We believe it is vital that there are clear job descriptions and therefore clear lines of accountability, underpinned by a supportive process.

Our staffing structure is designed to be deliberately flatter in its lines of accountability in order to facilitate the process of monitoring performance and putting in place interventions promptly and effectively.

Governors will act as critical friends and hold the Head Teacher and Senior Leadership of the school to account. They will receive regular data on whole school and subject performance, and on staff performance.

## **4.10 ADMISSIONS POLICY**

The admissions policy for Holyport Free School will be in accordance with the Schools Admissions Code, the School Admissions Appeals Code and admissions law. Our admissions policy will seek to be fair and transparent. In line with other Free Schools, the Governing Body will be the Admissions Authority for the school. Admission arrangements will follow the same time scale as the Local Authority and information about the school will be available through the school's website and through our School Prospectus. Prospective parents will be invited to visit the school to attend an open evening or by individual appointment.

### **Admission number and age of admission**

The admission number to the school each year will be 40 pupils entering Year 7 and an additional 40 entering at Year 9.

Pupils entering the school at Year 7 or Year 9 will comprise day and boarding pupils and admission to the school will be entirely separate for each place. Pupils who apply for a boarding place will not then be able to re-apply for a day place, except in exceptional circumstances.

### **4.10.1 ALLOCATION OF PLACES IN YEARS 7 - 11**

#### **Allocation of Day Places in Year 7 and Year 9**

In accordance with the law, children with statements of Special Educational Need will be admitted to the school where the local authority has specifically named Holyport Free School as the most appropriate placement.

In the event of there being greater demand than there are places available to the school, places will be offered using the following criteria:

1. Children in Care, i.e. children in the care of the Local Authority as defined in the Children Act 1989. This category includes 'looked after children' or children who have previously been looked after and immediately after being looked after became subjects to adoption, residence or a special guardianship order
2. Children with exceptional medical or social needs
3. Children with a sibling at the school at the time of admission. The term 'sibling' includes a half or step child permanently living in the same family unit or a foster child permanently living in the same family unit whose place has been arranged by the social service department of the local authority
4. Children of staff at the school in either of the following conditions:
  - a) where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, or
  - b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
5. Proximity to the school. This will be measured in a straight line from the address point of the pupil's house as determined by Ordnance Survey to the



address point of the school. In the event that two or more children live at the same distance from the school (for example families living in flats) and there are fewer places available then random allocation will be used to decide which child will be allocated the remaining place(s).

### **Allocation of Boarding Places in Years 7 and Year 9**

All pupils applying for a boarding place in Years 7 and 9 will be invited for an interview with the school to assess their suitability for boarding life. Reports from the pupil's previous school will also be sought, in addition to information provided by the Local Authority (where appropriate).

In the event of there being greater demand than there are place available to the school, places will be offered using the following criteria:

1. Children in care or who are 'looked after'
2. Children of members in the UK Armed Forces who, because of high family mobility, qualify for Ministry of Defence financial assistance with the cost of boarding school fee
3. Children with a 'boarding need'. This includes children at risk or with an unstable home environment and children of service personnel who have died while serving or who have been discharged as a result of attributable injury; children of other key workers and Crown Servants working abroad (e.g. the children of charity workers, people working for voluntary service organisations, the diplomatic service or the European Union, teachers, law enforcement officers and medical staff working abroad) whose work dictates that they spend much of the year overseas
4. Children with a sibling at the school who also boards
5. Proximity to the school. This will be measured in a straight line from the address point of the pupil's house as determined by Ordnance Survey to the address point of the school. In the event that two or more children live at the same distance from the school (for example families living in flats) and there are fewer places available then random allocation will be used to decide which child will be allocated the remaining place(s).

### **Tie Breaker for Day and Boarding Pupils**

In the event of pupils meeting identical criteria in the selection process, the tie breaker will be the drawing of lots by an independent person.

### **Bursaries**

Holyport Free School intends to offer a minimum of four full bursaries within each year group: one bursary will be targeted at a child from a military family and three for pupils from low income families who show academic potential and who would be expected to thrive in a boarding environment. Decisions on allocation of these places would be made by the Governing Body, and would follow close consultation and reports from the pupil's current school. We intend to target those schools in RBWM where there is likely to be highest demand for these places, and will work closely with pupils, parents and staff to

ensure that it is the right decision for all parties. The cost of these bursaries will be fully funded by Holyport Free School.

### **Waiting List**

Waiting lists will be held in each year group and will be kept up to date by the Admissions Committee of the Governing Body. The waiting list will be held in accordance with the stated admissions criteria. Late applications may be added to the waiting list dependent on the criteria they fulfil. This means that positions on the list may change over time. Waiting lists will be held for one term after the Year of entry, unless parents specifically request to have their child's name remain on the list.

### **In Year Admissions**

Where applications are made to year groups outside the Year of entry (Years 7 and 9), places will be offered dependent on available vacancies. In the event of more applications than places available, the criteria outlined above will be applied.

### **Appeals process**

The student and/or the parents of students who are not offered a place have the right to appeal against non-admission. A panel, independent of the school, will hear appeals. Their decision will be binding on all parties.

### **Timetable**

The timetable for admissions will be governed by the normal procedures and timing for other schools in RBWM.

#### **4.10.2 ADMISSIONS TO THE SIXTH FORM (YEARS 12 AND 13)**

Candidates for the Sixth Form may be in Year 11 at Holyport Free School or following courses at other schools. Whether as an internal or external candidate, students will need a minimum of five GCSE's at grades A\*- C and will also need to meet the requirements of the courses offered. This will normally be a minimum grade B at GCSE in the chosen Advanced Level course, although the school will also consider the whole academic profile of the student and additional reports from the relevant department, when making final decisions.

There will be 90 places available in Year 12. We anticipate offering a small number of places to external candidates, depending on the uptake of places by internal candidates.

Internal candidates will be required to notify the school during Year 11 of their wish to stay on to follow courses in the Sixth Form through completion of the application form.

Places for external candidates will be considered following an application from the student or their parents/carers.

In the case of oversubscription for a place on a particular course, places will be offered first to students within the school and then to external candidates.

The following criteria will be used to allocate to external applicants the available places on those courses that receive more applications than can be accommodated:

Children with statements of special educational need that name a school in the statement are required to be admitted to the school and who meet the academic requirements for the course. Remaining places will be allocated in the following order:

1. Children in Care
2. Students with siblings at the school
3. All other applicants who meet the academic requirements of the school

If the school does not have enough places for all applicants within a particular category, places will be prioritised by means of a tie breaker, which will be on proximity to the school.

A waiting list will be held in order of the admission criteria.

Places will be offered on the understanding that there is a commitment to meet the academic requirements of the course.

## 4.11 PUPIL BEHAVIOUR, ATTENDANCE & WELLBEING

Holyport Free School will follow national guidelines on exclusions and appeals and meet both legal requirements and best practice. We aim for full attendance and punctuality in all our students.

Our vision at Holyport Free School is for every child to feel safe, happy, respected and respectful, and a valued member of our school community, so that they are able to achieve academic success and fulfil their educational and future potential. Without high standards in behaviour and discipline, attitudes to learning and academic success will be compromised. We aim for all pupils to develop a love of learning and this positive attitude, combined with inspirational teaching and learning will minimise disruptions, low attendance and poor behaviour.

### **Safeguarding**

Holyport Free School is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care.

To that end we are committed to:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.
- Include across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

Holyport Free School will take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and will work with other agencies to ensure there are adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Procedures for safeguarding children will be in line with **Ofsted's 'Safeguarding in school - best practice'** guidance. These include:

- high-quality leadership and management that makes safeguarding a priority across all aspects of a school's work
- stringent vetting procedures in place for staff and other adults
- rigorous safeguarding policies and procedures
- child protection arrangements that are accessible to everyone, so that pupils and families, as well as adults in the school, know who they can talk to if they are worried
- excellent communication systems with up-to-date information that can be accessed and shared by those who need it
- a high priority given to training in safeguarding, generally going beyond basic

- requirements, extending expertise widely and building internal capacity
- robust arrangements for site security, understood and applied by staff and pupils
- a curriculum that is flexible, relevant and engages pupils' interest; that is used to promote safeguarding, not least through teaching pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety
- courteous and responsible behaviour by the pupils, enabling everyone to feel secure and well-protected
- well thought out and workable day-to-day arrangements to protect and promote pupils' health and safety
- rigorous monitoring of absence, with timely and appropriate follow-up, to ensure that pupils attend regularly
- risk assessment taken seriously and used to good effect in promoting safety.

#### **4.11.1 BEHAVIOUR**

We will set high expectations of all our pupils in terms of their behaviour and in turn we will support and encourage them in every way to meet with our standards. We will endeavour to set very clear and readily understood guidelines on our behaviour policy which will be shared by pupils, staff and parents. Above all we will aim to have a **consistent** approach, whether by promoting good conduct or dealing with poor behaviour.

##### **Promoting and rewarding good behaviour**

In line with the values we place on good personal conduct and an empathetic approach to school life, from the very outset pupils and teachers will be encouraged to demonstrate mutual respect. Behaviour of the highest standard will be expected and no tolerance will be given to racist or religious abuse.

We will encourage all staff to put the emphasis in their lessons on praise rather than punishment and to set themselves as models of behaviour, so that students can learn by example. We believe this is by far the greatest way of improving behaviour across all groups of students, and in reducing the incidence of poor behaviour in the classroom. Furthermore, staff will be expected to demonstrate those qualities which we believe are essential to promoting good conduct, namely to:

- Listen attentively and calmly
- Be honest and objective
- Be empathetic and polite
- Be organised and punctual
- Be decisive and consistent

Promoting good behaviour during class will be carried out in a number of ways which may include:

- Praise within lessons
- Praise through the House system
- Letters of commendation, letters home to parents
- Public praise in the school newsletter, school website
- Celebration assemblies
- Positive comments on work
- Celebration evenings and Open Days
- Appointment to positions of responsibility

In addition to promoting positive behaviour, the organisation and delivery of the curriculum is vital. We will ensure that lessons are engaging, motivating, relevant and challenging so that distractions and poor behaviour is minimised.

Our pastoral system including the House Tutor meetings will provide further opportunities to promote positive behaviour and to tackle issues such as bullying and racism in a sensitive and meaningful way. Bullying and unkindness can always occur unless properly addressed from a very early stage. The role of house captains, prefects and other senior students cannot be underestimated in helping to promote positive behaviour and good conduct in this regard.

### **Improving behaviour**

We believe that the single most important approach for tackling poor behaviour is consistency. Staff need to be unswerving in their methods so that rewards are consistent every time, and that the appropriate sanctions are handed out, and followed through every time also. Without this consistency, students quickly see through the gaps and take advantage. We aim to ensure consistency by creating a simple checklist of expected behaviour. All students and staff at the school, including academic and non-academic staff, will understand this from the outset. It will be regularly published in newsletters and the school handbook, and will be visible in every classroom. We will also ensure that staff have clear guidelines to follow to promote good behaviour. These will include:

- Ensuring all staff in a lesson are familiar with any students who have particular behavioural or emotional needs, and have a clear approach to dealing with any issues
- Ensuring students enter a classroom in a quiet and orderly manner and that teachers greet them appropriately so that lessons can begin on a positive

note

- Ensuring the rules are displayed in the classroom and that pupils understand them
- Ensuring that each stage of the behaviour policy is closely followed, rather than jumping automatically to the highest sanction
- Remembering to stay calm
- Remembering to praise more than criticise

The role of the Head Teacher and the Senior Leadership Team is extremely important in the implementation of an effective behaviour strategy. They can support the policy in a number of ways:

- Modelling the behaviour they expect from the rest of the school community
- Being visible at critical times of the day – lunchtime, breaks, at the start and end of the school day
- Ensuring good behaviour continues outside the school gates
- Ensuring the school grounds are clean and well-maintained
- Praising staff who set good examples in following the behaviour policy
- Praising students who exemplify good behaviour
- Monitoring the numbers of rewards and sanctions given out by individual members of staff
- Ensuring all staff are aware of underlying issues which may be affecting a child's behaviour
- Setting out clear plans for students who are likely to misbehave and ensuring all staff are aware of them
- Building positive relationships with parents especially those who have children with behavioural difficulties.

We will adopt a graduated response to poor behaviour. Implicit in our strategy will be clear and concise guidelines, which are recognised and understood by all members of the school community. The underlying principle will be for consistency and we will ensure any sanctions are reasonable and appropriate. Staff will undergo training to ensure this principle is followed, backed up a strong pastoral link which will be put in place to deal with underlying issues quickly and easily.

## **Sanctions**

Our response to offences which warrant a sanction will depend on:

- The seriousness of the offence
- The student's response to the offence e.g. follow up of honesty and co-operation

- Their previous record

We will have three broad levels of response to offences.

### **Level 1**

These will normally be dealt with by the member of staff, sometimes in consultation with the Tutor and where appropriate, other learning co-ordinators. Depending on the context, parents may also be informed. Sanctions may include: reprimand, confiscation, keeping behind at the end of the lesson, loss of free time, moving in class to another seat or after school detention.

Level 1 offences might include lateness to lesson, talking in class, eating in class, use of mobile phone in class, failure to produce completed homework

### **Level 2**

For this sort of offence an incident report would be written and an assessment would be made by the Deputy Head of Pastoral. A student may be placed on report, given an after school detention or internally excluded. Parents would usually be informed and their support requested.

Typical Level 2 offences would include repeated poor behaviour, lack of respect towards staff and other students, disruption, swearing, bullying, damage to school property, continued poor effort.

### **Level 3**

For a Level 3 offence, the Head Teacher would be informed and would consider exclusion (fixed term or permanent). A decision to exclude a student would not be taken lightly and we would comply with the recommendations within the DfE guidance. The Head Teacher would interview the student personally prior to making a final decision and the parents would be informed by telephone and in writing.

Criteria for exclusions would include: serious actual or threatened violence, sexual abuse or assault, carrying an offensive weapon, theft, vandalism, severe bullying, homophobic or racial harassment, arson, smoking, possession of illegal drugs, a male boarder found in the bedroom of a female, or vice versa.

Where a student is known to be at risk of exclusion, a Pastoral Support Programme will be put in place to help the student avoid exclusion. Where the exclusion is the result of a single major offence, this will clearly not be possible. Where a student is given a fixed term exclusion, parents will be requested to attend a reintegration meeting to agree the conditions of the student's readmission. It is our clear aim that no child will be permanently excluded and we will work with students, parents and RBWM to avoid this outcome.



## **Anti-bullying policy**

Holyport Free School is committed to engendering mutual respect for individuality. We aim to increase awareness of differences and to celebrate them by providing pastoral care that nurtures physical health, emotional maturity and spiritual richness and in so doing promoting self-confidence, perseverance, tolerance and integrity.

Bullying and unkindness, whether physical or psychological, are entirely unacceptable in any school. Putting it simply, bullying may be defined as the systematic victimisation of another person. It has three identifiable features:

- It is ongoing and is therefore no the same as a random conflict
- It is a deliberate act designed to cause harm
- It involves a power imbalance – which may result from size, number of people involved or the relative status of those involved.

All staff at Holyport Free School will receive specific training in identifying the signs of bullying, the different forms that bullying can take and the effect of this repeated behaviour on the wellbeing of the individuals.

The school will put in place stringent means for reporting concerns or to investigate the situation as appropriate. All students will feel sufficiently educated, confident and empowered to tell a relevant member of staff when they are aware of bullying taking place, and will be assured that swift and appropriate action will be taken to deal with the incident. Discussions about bullying will be part of the PSHE lessons in group tutorials. In cases of severe bullying, the incidents will be dealt with by a member of the Senior Leadership Team. In serious cases, the parents/carers will be informed and asked to attend a meeting at school to discuss the problem and further action. Where necessary, and appropriate, the police will be consulted.

A number of methods may be used to resolve instances of bullying, depending on the severity of the problem. These include: the bully making an apology to the individual concerned; an agreement drawn up between the tutor and the bully to prevent future incidents; if possible, a reconciliation between both parties through mediation of the relevant tutors; in very serious cases exclusion will be considered.

Any incidents will be recorded and monitored closely by the tutors of both parties, to ensure the problem is not repeated.

Cyber-bullying is a growing concern for young people, parents and school staff. Holyport Free School will make every effort to minimise incidents of cyber-bullying through informed discussions and effective communication. Any issues will be dealt with promptly and effectively, and where appropriate the police will be consulted.

#### 4.11.2 ATTENDANCE

Attendance at school is imperative to successful learning and achievement. Students who regularly miss school are unlikely to get even close to their potential, and regular absence can quickly spiral if not dealt with quickly and effectively. We aim for all our students to be happy at school and to enjoy participating in every aspect of school life.

A recent report by the Department for Education (July 2011) stated:

*“The poor attendance of a number of pupils can disrupt their own learning and that of other pupils. These children quickly begin to fall behind their peers and often never fully catch up with gaps in their skills and knowledge. Over time these pupils become bored and disillusioned with education and by years 10 and 11 they are lost to the system. These pupils are the most likely to become ‘Not in Education, Employment and Training’ (NEET) when they leave school and easily fall into anti-social behaviour and crime.... Not surprisingly there is a clear link between poor attendance at school and low levels of achievement. Of pupils who miss between 10 percent and 20 per cent of school, only 35 percent manage to achieve five A\* to C GCSEs including English and mathematics. This compares to 73 percent of pupils with over 95 percent attendance achieving five A\* to Cs including English and mathematics.”*

We have analysed data, which suggests that compared to the national average, attendance figures for RBWM are generally good. The latest set of statistics from the DfE for the 12-month period up to Spring 2011 gives a Secondary school absence in RBWM of 6.04%. We therefore believe our target attendance of above 95% is very attainable and indeed would expect attendance to be above 98%.

Our expectations are that all students:

- Attend school regularly
- Attend school punctually
- Attend school appropriately dressed and prepared for the day
- Discuss attendance issues promptly with their Tutor
- Bring a letter into school from parents on their return explaining any absence
- Arrange medical and dental appointments outside the normal school day, as far as possible.

Parents and carers have an important responsibility in ensuring their children attend school. We will make it explicit to all parents through letters, emails, induction meetings and Open Evenings that we will expect them to:

- Encourage regular school attendance and be aware of their legal responsibilities
- Ensure children arrive to school promptly and prepared for the school day

- Telephone the school on the first and last day of any absence
- Send a letter of explanation on their return to school
- Try to avoid missing lessons by arranging medical or dental appointments outside term time
- Contact the school promptly whenever any problem arises which may affect a child's attendance at school.

Attendance at school will be closely monitored as follows:

- Boarders at night time by house parents
- All pupils at morning and afternoon registration
- All pupils at the start of every lesson

Any unauthorised absences will be reported to the Attendance Officer and investigated immediately. Tutors and teachers will note any patterns in absence such as missing the same lesson every week and will tackle any issues sensitively. All staff will be given appropriate training in all matters which may affect attendance and attitudes to school. Staff will endeavour to provide a welcoming atmosphere to students, a safe learning environment and will be sympathetic to any student's concerns.

In line with our policy of promoting positive behaviour and attitudes, we will celebrate high attendance with all students, and in particular those at risk of lower attendance. Students returning after a period of absence will be welcomed back by the House Tutor and other staff.

#### **4.11.3 WELLBEING**

We aim for all our students to be healthy, happy and active young people. Our curriculum and strong pastoral system will ensure students develop the knowledge, understanding, behaviour and attitudes they need for their current and future wellbeing. They will benefit from healthy compulsory meals that will also be an important social experience. Participation in sport, dance and other physical activity will be an enriching and enjoyable part of their lives. They will form life-long healthy habits and attitudes to meal times and physical activity. They will participate in physically, emotionally and spiritually uplifting activities and events that will help to shape their characters and strengthen their self-confidence. Students with additional medical needs who might otherwise miss significant time in their education will have access to on site medical facilities.

Our tutor system will play an important part in ensuring the happiness and wellbeing of all our students. This is outlined in more detail in Section 4.4.2

## Healthy Eating

We recognise the importance of a healthy diet and the impact this has on a pupil's ability to learn effectively and achieve well in school. We believe that our school can play a valuable role, not only in promoting healthy eating but also in recognising the value of meal times as a positive experience for social interaction.

Our overriding principle is to establish life-long healthy eating habits through the food that we serve in the school, food education and skills and in the academic curriculum of the classroom. Our curriculum will promote wellbeing and healthy eating through a number of key aims:

- We aim to improve the health of pupils, staff and their families by helping to establish good eating habits by increasing their knowledge and understanding of healthy eating
- We aim to improve pupils' understanding and knowledge of food production and distribution
- We aim to ensure all pupils are well nourished at school through healthy meals, snacks and drinks
- We will ensure all meals are appropriate for individual requirements based on religious, vegetarian, allergenic or medical needs
- We aim to make meals at the school an enjoyable and sociable experience.

Students at our school will benefit from nourishing, healthy lunchtime meals. These meals will be compulsory for all students (charged at the rate applicable to RBWM). This will have a number of important benefits. Firstly, children on Free School Meals will not be identified since payment for lunches will be dealt with independently, therefore any stigma will be removed and all children will have the opportunity to take advantage of a hot, healthy meal. Secondly, there is clear research that highlights the correlation between having a healthy lunchtime meal, and performance and concentration levels later in the day. A School Food Trust (SFT) study found that improving food and dining facilities had a positive effect on pupils' behaviour and meant they were better at working on their own. We intend to take advantage of the fact that, as a boarding school, we will be able to provide high quality meals to all our pupils. We believe the impact of this will be evident through improved engagement in the lessons, fewer disruptions and more students being 'on task'.

In addition to lunch, healthy snacks will be provided at break times, and boarders and Extended day pupils will be provided with breakfast and supper. Children on FSM and Children in Care will have access to all their meals being taken at school.

All students will have lunch in the school with two sittings with a dining facility for 250 students. Catering will be provided by contract – either through an extension to the current RBWM contract or through a separate contract with a known provider (we have very good links with Sodexo).

### **Physical activity**

Participation in sport, dance and other physical activity will be an important and very positive part of our students' lives. Through active engagement in a range of sports and activities it is hoped that students will form life-long healthy habits and attitudes.

Underpinning our commitment to physical health and wellbeing, the school will encourage participation and involvement in competitive sport and will ensure that all children take part in games and PE at least four times a week. In the winter terms the boys will play football in the autumn term and hockey in the spring. Girls will play netball and hockey. In the summer we will play cricket, rounders and athletics – we will also encourage rowing as the school grows. These sports will form the core of games lessons. However, with both indoor and outdoor facilities and the ability to make use of local council and private amenities, we intend to offer complementary minor sports and physical activities to accommodate individual preferences and talents. These will include: badminton, cross-country, basketball, aerobics and pilates, climbing, sailing, swimming, judo and tennis

Sport will be competitive where we play other schools as well as when we organise internal leagues and matches between houses, which will help to instil loyalty, pride, enthusiasm and sporting competitiveness. Sport will be integrated into the curriculum – not just through PE but also through competitive school games and coaching.

### **On site medical care**

Students with additional medical needs who might otherwise miss significant time in their education will have access to on site medical facilities. We want to enable all students to attend school and receive the very best education without the obstacles, which may ordinarily prevent them. Our school will be unique to the area in offering an on site medical centre, for the benefit of boarders but also any students at the school requiring short or longer term care where this facility may reduce the need to miss vital time in the school day.

### **PARENTAL INVOLVEMENT**

Parental engagement is vital to the success of Holyport Free School. A contract will be drawn up between parents and the school to ensure that students attend school regularly and punctually, that they are dressed smartly, that their behaviour and conduct is excellent and that homework is carried out to a high standard.

We aim to encourage all parents to take an active interest in their child's learning and will work with 'reluctant' parents to foster closer links. We will provide regular updates on student progress, rewards and sanctions, achievements across the curriculum and will flag issues early. We will also publish weekly newsletters to all parents, staff, governors and members of the local community to celebrate successes and to highlight up and coming

events both in the school and in the local community. Communication will principally be by email and our website, but we will also send home letters and make telephone calls, where this is more appropriate. We will ensure the school has high parental input through a number of ways:

- Members of Holyport Free School will be mainly local residents.
- Parent Governors will be represented on the Governing Body
- The school will actively support and encourage a Parent Association.
- We will conduct regular surveys among parents to measure satisfaction and to identify areas for improvement
- We will regularly invite parents to attend Open Evenings, Subject evenings, musical, drama and sporting events and to attend student progress meetings
- We will encourage parents to be actively involved in the school community through volunteering (literacy, off-site visits, PTA) and expertise (Governing Body, career talks and work placements).

## 4.12 UNDERSTANDING OF THE LOCAL COMMUNITY

In our work with the community we will meet all obligations under the Equality Act 2010. We have undertaken in-depth and comprehensive research to better understand the needs and demands of parents and other members of the community. Our proposal for Holyport Free School is the culmination of this research and covers the views of parents, discussions with schools, the RBWM, statistical data, local communities and key leaders in education. A summary of our work in each of these areas is outlined below:

### 4.12.1 PARENTS

Parents have been the driving force in the proposal for Holyport Free School and have helped to identify some of the key factors important to the vision of the school. This has helped us to make decisions about: site location, school type, size, admissions policy, and importantly, the design and structure of the curriculum. Through informal discussions we have come to understand that there are a number of distinctive needs and preferences that parents are hoping our school will be able provide:

**A co-educational option for Windsor parents.** Currently, parents in this area are obliged to send their children to one of the two single-sex schools only or alternatively send them to another area altogether. The provision of a local co-educational school would fulfil a real need in Windsor.

**Greater choice of senior school.** Some parents feel they are disadvantaged by location particularly in Holyport where they are situated on the edge of the town and therefore are less likely to get their first choice of school. A more 'local' senior school would help to address this issue.

A school which can make greater provision for **children statemented with Special Education Needs, and additional educational, emotional or physical needs** – we have found a high demand for a school which can offer smaller classes alongside exceptional pastoral care and personalised learning to help meet and support the needs of these particular groups of children.

**A co-curriculum.** Many parents have asked for greater provision to be made in school for extra curricular activities. They want a school that gives greater opportunity for participation in a range of activities, including sport, drama, music and other academic and non-academic activities. Parents want a school that is concerned not only with academic attainment but also social, emotional, physical and spiritual development. They welcome a school that can offer a more flexible curriculum with provision to carry out homework assignments at school too.

**Flexibility for boarding and an extended day:** Many parents have circumstances, preferences or needs that require a boarding school for their children. There are no non-selective state boarding schools in the area, and for most parents the cost of independent boarding is prohibitive. The option of

an Extended day is also something which parents are increasingly highlighting the need for, especially when both parents work full time.

#### **4.12.2 OTHER COMMUNITY ENGAGEMENT**

##### **Eton College**

We have been in discussions with the [REDACTED] ([REDACTED]) and the [REDACTED] ([REDACTED], [REDACTED]) for over eighteen months. These conversations intensified pre Christmas 2011 with site visits and detailed discussions about the vision behind Holyport Free School and the presentation of a detailed paper on the school and areas that Eton College may be able to work with us. [REDACTED] and [REDACTED] will discuss the proposal fully at their meeting on 17th March 2012. [REDACTED] has said that he anticipates Eton College will be involved in the establishment and ongoing operation of Holyport Free School at some level. This involvement (where there is a cost to Eton College, Holyport Free School would reimburse it) may be any one or more of the following areas:

- Assisting with the interview and selection process of our Principal Designate in 2013
- Advice on the establishment and ongoing support for boarding and interview process for boarding pupils
- Assisting with the selection process for our full boarding bursaries using Eton College's expertise in finding junior scholars
- Having a senior Master from Eton College on the governing body of Holyport Free School
- Providing boarding expertise and perhaps secondment of Eton Masters to assist in House Parent role
- Providing academic expertise in key subject areas
- Mentoring of our pupils by boys at Eton College
- Access to games facilities at Eton College such as sports pitches and rowing at Eton Dorney Lake
- Access to extra-curricular activities – eg the Combined Cadet Force, DofE, music and drama”

##### **RBWM**

We have been in regular contact with Children's Services at RBWM to look at ways of supporting local children in the area who are 'on the edge of care'. We have been really encouraged by the results from other local authorities which have made successful placements of 'at risk' children in state boarding schools. As a result of our discussions, RBWM have confirmed that they will fund a number of children on the edge of care who have the potential to transform their lives through a stable, nurturing boarding school environment. More detail about our proposal to encourage and support this group is provided in Section 4.8.5



**Local constituency MP The Rt Hon Theresa May MP, Home Secretary and Minister for Women and Equalities**

We held a lengthy meeting with Theresa May MP on the 3rd February 2012 to discuss Holyport Free School. The school is situated in the constituency of Maidenhead where Theresa May is the MP. Following this meeting Mrs May has written to the Secretary of State for Education, The Rt Hon Michael Gove MP outlining her support for Holyport Fee School in its application and raising specific points pertaining to the application.

**Ministry of Defense and Commanding Officers of 1st Battalion the Coldstream Guards and The Household Cavalry Regiment**

We held a meeting with [REDACTED] [REDACTED] at [REDACTED] in Windsor on the 9th February 2012. Following correspondence with [REDACTED] [REDACTED] of the [REDACTED] at [REDACTED] in Windsor, we met with [REDACTED] [REDACTED] at [REDACTED] in Windsor on the 17th February 2012. At both meetings we explained Holyport Free School and the intention to offer priority for boarders from military families. Following the meetings we intend to make contact with Nick Harvey MP, Minister for the Armed Forces to explain Holyport Fee School and the attractions of the school in the context of the MoD Continuity of Education Allowance.

It is clear from our initial research that there is great interest in state boarding schools within the MoD in the context of the Continuity of Education Allowance offered by the MoD. We believe Holyport Free School will offer an attractive option for families from the armed forces and represent a cost effective option for future MoD budgets. Holyport Free School is looking to collaborate with local schools in the independent or maintained sector to offer the CCF as an extra curricular activity. Finally, Holyport Free School will look to establish a community link with one of the Army regiments stationed in Windsor given the importance of our military connections to the local community of Windsor and Maidenhead.

[REDACTED], [REDACTED]. We have held meetings with the [REDACTED] who has been extremely supportive of our vision for Holyport Free School. He is particularly impressed by our commitment to supporting children in care and those from disadvantaged backgrounds through boarding places at the school. We hope to continue these positive engagements in the future.

**Bray Parish Council**

We have held a meeting with Bray Parish Council in order to have an open discussion about the benefits and challenges of creating a new school in the parish. This has given us an opportunity to be able to explain the rationale for the school, the feedback we have had from local parents and the impact of the school on transport, roads and local residents living near to the proposed site. We have listened to the views of local residents and have sought to

overcome any misconceptions and concerns. We believe it is vital to have positive lines of communication throughout the whole process to ensure potential problems are dealt with quickly and efficiently, and that all 'voices' are heard.

██████████, ██████████, ██████████  
We have had an extremely positive meeting with the head of one of the leading independent boarding schools, ██████████, ██████████. This meeting has been invaluable in gaining a better understanding of the dynamics of a boarding school, the opportunities and the challenges. ██████████ has been particularly insightful as he has been instrumental in setting up Wellington Academy, which offers state day and boarding places to local children.

#### **4.12.3 HOLYPORT FREE SCHOOL IN THE WIDER COMMUNITY**

Holyport Free School will be an exceptional school in its own right, but will also benefit the whole community too. We wholeheartedly support the need for the school to deliver real added value in the context of the local area, and aim to achieve this in a number of ways:

##### **Senior Schools**

We have engaged with all the senior schools in the area, particularly with the two Windsor senior schools, to discuss the opportunities that a collaborative approach could bring. These discussions have been extremely positive and are currently ongoing. We are very much hoping to join forces with the other senior and middle schools and to strengthen partnerships. We believe this will improve standards in education by sharing best practice and innovative curriculum models. Other initiatives that have been discussed include sharing of staff, resources, facilities and mentoring.

##### **Primary & Middle Schools**

We hope to establish strong links with primary schools in the area, and will seek to provide opportunities for educational and social ventures. We believe we can drive up standards by working more closely with primary schools – sharing best practice, offering access to specialist departments within the school (e.g. art and music), offering mentoring from our older students and fostering a positive community relationship. For Middle Schools in particular, we hope to go one step further; our lower year groups (Years 7 and 8) will be in the same cohort as the older children in the top end of the Middle Schools in Windsor. With these groups of students we hope to work collaboratively to share teaching and learning, offer specialist teacher training and join together for shared experiences in culture, sport and education. Above all we hope to foster a healthy positive relationship so that Middle School students look forward to joining Holyport Free School, and our own students look forward to welcoming them.

### **Community Service**

Part of our vision for the school is that all students leave with positive attitudes to helping other people in their community, and with a keen desire to ask what they can give, rather than what they can take. We fully endorse the 'Big Society' initiative and intend for every student to make a positive social impact in the local area. Areas of service to the community will include: work in care homes or for CareBank (a new initiative to help older people in their homes), volunteering in libraries, museums and at Community Youth centres, work in local primary schools, including mentoring and volunteering in our parks and other open spaces. We hope that our students will embrace the opportunity to do something really positive in their community, and will leave with a strong commitment to making a longer-term contribution to society.

### **The Local Community**

We want the local community to regard our school as a valuable asset and significant enhancement to the area. We plan to further our community engagement in a number of ways:

- Invitations to musical and cultural events at the school
- Representation of local residents on the Governing Board
- Invitations for local residents to attend other events such as talks from guest speakers
- Conducting surveys among local residents to ensure our students are smart, well mannered and behave appropriately outside the school gates.
- Continuing to link up with the Parish Council so that there are clear channels of communication
- Making our facilities available for community use, outside term times
- Linking up with other sports clubs in the area for our boarders, including clubs for rugby, football, hockey, netball and sailing.
- Engaging with local charity groups to visit the school for assemblies, PSHE, House meetings and workshops.
- Facilitating PTA, whole school and group fundraising activities for local charities.

### **Business Links**

We will use existing networks to establish mutually beneficial relationships with businesses, including Barclays Bank following the announcement of their decision to support new free schools in England. We will look at opportunities for sponsorship, work experience and career talks.

## Section E: Evidence of demand and marketing – part 1

As our proposed school is a new provision, the table below is based on no current pupils at the school. The following data provides information on demand for places in the first two years of operation – 2014 and 2015.

**Column A** shows the proposed number of places in each year group.

**Column B** shows the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.

**Column C** is left blank.

**Column D** shows the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	40	44		110%	40	34		85%
Year 8	0	0		0	0	0		0
Year 9	40	30		75%	40	34		85%
Year 10	0	0		0	0	0		0
Year 11	0	0		0	0	0		0
Year 12	0	0		0	0	0		0
Year 13	0	0		0	0	0		0
Totals								

## Section E: Evidence of demand and marketing – part 2

### 5.1 SURVEY OF PARENTS

In order to provide evidence of demand for places to Holyport Free School we have undertaken a survey of parents' views. Our survey was carried out from 28<sup>th</sup> December 2011, and is ongoing.

The results are based on parents who have children in the local area who would be eligible to enter the school in Year 7 or Year 9 (depending on the school system they are currently following).

Before completing the survey, parents were provided with information about the proposed school. This information was published on the Holyport Free School website ( [REDACTED] ) and as a Newsletter.

The information provided to parents is outlined below:

*Holyport Free School will be an exciting, new co-educational day and boarding Secondary school - one of the new Free Schools.*

*We propose to open the school in 2014.*

*It is intended to be a brand new purpose built school, situated on the site of the previous Holyport Manor Special Needs School between Windsor and Maidenhead. It will provide education for pupils aged 11 – 18 years.*

*Holyport Free School will be an all-ability state funded school independent of the local authority.*

*The school will offer 40 places in Year 7 and a further 40 places in Year 9, providing a total of 80 places in each of Years 9 to 13. Pupils can join the school in Year 7 (after leaving Primary school) or in Year 9 (after Middle School). When it is at full capacity, the school will have around 500 pupils. Holyport Free School will provide a broad and balanced curriculum with academic rigour at its core.*

*Class sizes will be smaller than average for the maintained sector. All pupils will be supported to achieve their full potential and to continue their education beyond the age of 16. Discipline at the school will be firm but fair and expectations on attendance will be strict.*

*The school will be open to day and boarding pupils. There will be around 200 boarding places in separate boys' and girls' boarding houses. Places will be available to children both locally and from further afield. Accommodation will be provided in state-of-the-art boarding houses, run by highly experienced and*

*committed staff who will provide academic and pastoral support.*

*For parents interested in a boarding education for their children, Holyport Free School will provide an affordable option, as parents pay only for the boarding side (up to ██████████ per annum), with the Department for Education covering the costs for teaching (like any school in the maintained sector).*

*Holyport Free School will also offer an Extended day (fees will be ██████████ per term) – this will mean pupils can be dropped off early at school and collected in the evening after supervised homework and a wide range of extracurricular activities.*

*As a school offering boarding and day places, there will be a strong emphasis on pastoral care and on developing a strong sense of community and belonging. The school will operate a longer day and this will include Saturday morning lessons. This will provide valuable time for all pupils to develop their interests in other areas, including sport, drama and music.*

*The school will have an open admissions policy in line with the Schools Admission Code and will be non-selective. Where there is over-subscription to the school for day places, and following usual priority to children with Special Educational Needs and Looked After Children, further places will be allocated according to geographical proximity to the school. For boarding places, admission will follow an interview and priority will be given to families from the Armed Forces.*

*The school is currently in discussions with other local schools in the maintained and independent sector to ensure that Holyport Free School offers the best possible day and boarding education while fitting in with the combined educational provision in the area. If you would like to register your interest in the school and might consider it as a choice, please complete the survey.*

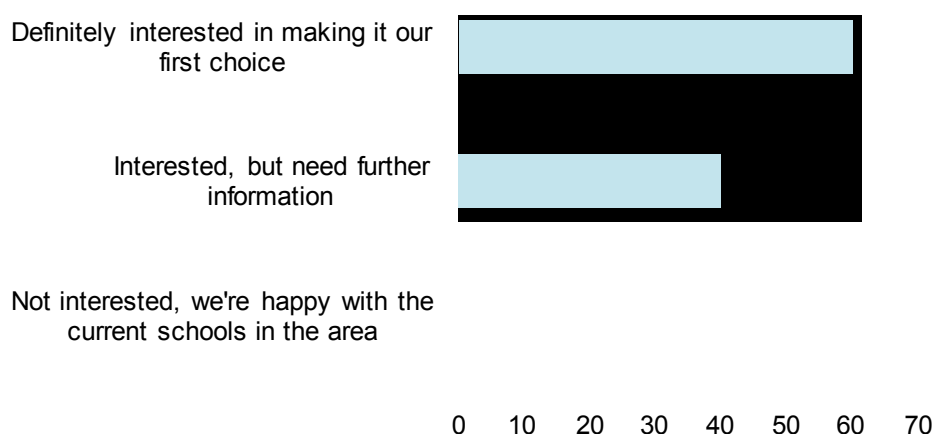
We collected the following information from our on-line survey and face-to-face interviews:

- Name of parent/carer
- Email address
- Postcode
- Current school year of son/daughter
- Gender
- Level of interest in Holyport Free School
  - Definitely interested in making it our first choice for entry in Yr7/9
  - Interested, but need further information
  - Not interested, we're happy with the current schools in the area
- Level of interest in full or weekly boarding
- Level of interest in flexible or occasional boarding
- Other comments

## Results to the survey

More than 240 families took part in our on-line survey during the eight weeks we have been running the website, equating to more than 350 children currently in primary/middle school or younger. The top line results are outlined below:

### Level of interest in Holyport Free School (%)

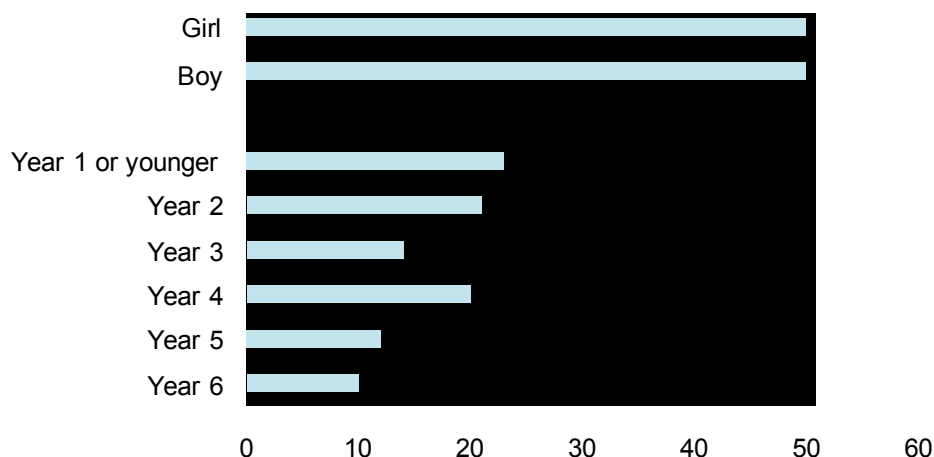


These findings show that the level of interest in Holyport Free School was exceptionally high with six out of ten parents stating they were 'definitely interested' in making this their first choice of school. This result is even more encouraging, given the fact that the school will not be opening until 2014,

hence we were asking for a commitment from parents on a decision which they would not normally be making for nearly two or three years.

Even in the short space of time that we have been carrying out the survey, the number of parents making a strong commitment to join the school compared to the number of places which would be available was consistently high, at 75% or greater.

### Demographic profile (%)

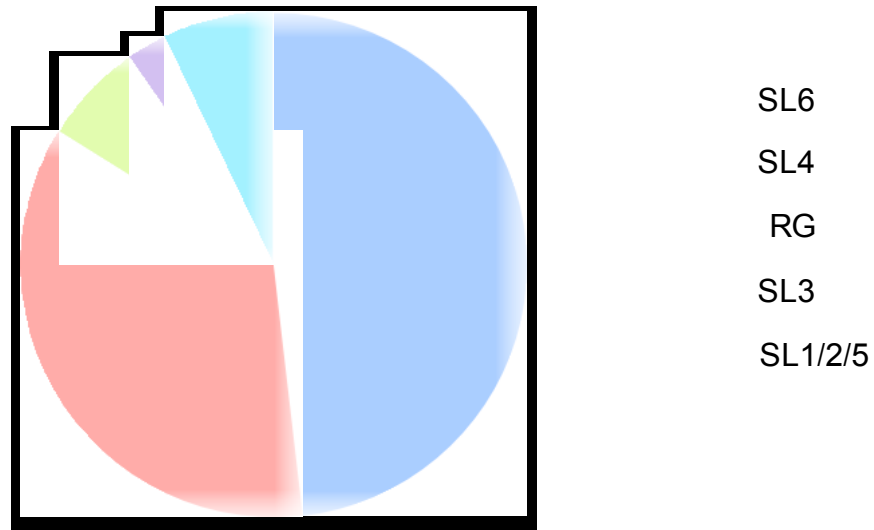


We are pleased that interest in our school’s vision and ethos was positive across all year groups and appealed to parents of both boys and girls. This is particularly important as our four boarding houses will be single sex, and therefore there will need to be quotas on the number of girls and boys entering the school.

A full list of Registrations of Interest including postcodes and the current Year groups of children is provided at the end of this application.

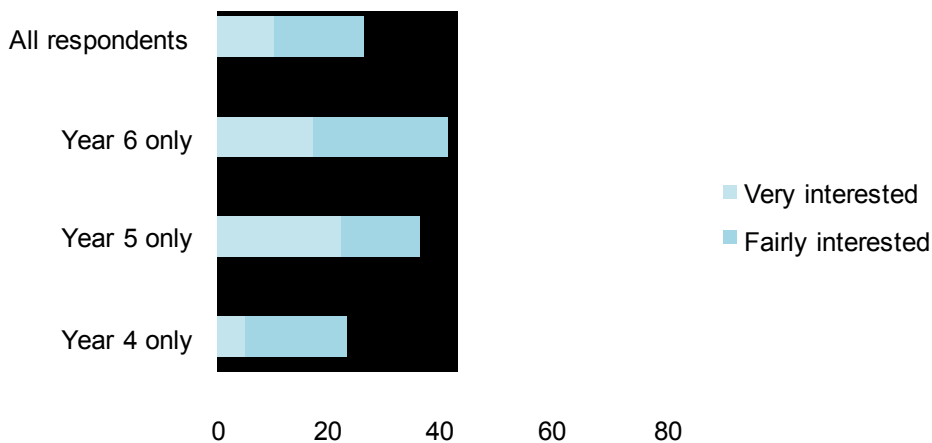


## Postcode Analysis



This chart illustrates where demand for places at Holyport Free School is coming from. Specifically, it shows that there is greatest interest from Maidenhead (SL6) and Windsor (SL4). There is also interest coming from outside the borough in the Reading postcode area – this is mainly from RG10/12/40 and 42, which are areas directly to the south of our proposed site in Holyport.

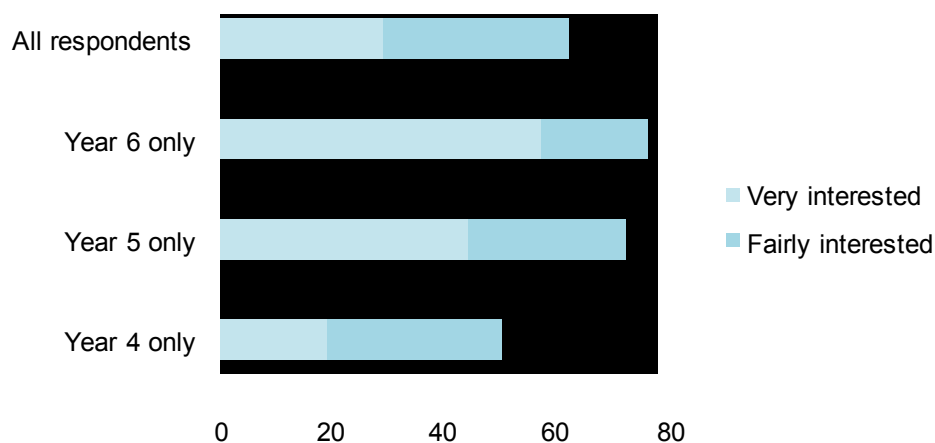
## Interest in full/weekly boarding (%)



This table highlights the level of interest in full or weekly boarding at the school. A quarter of all parents said they were 'very' or 'fairly' interested in a boarding place at the school. Unsurprisingly, the level of interest was greatest among parents of children currently in Year 6 where one in five parents said they were 'very' interested in full or weekly boarding. Our survey currently only measures the views of parents who are local to the community. If our

application is successful we will seek to market the boarding option to a far wider group of parents geographically, as is typical in most boarding schools.

## Interest in flexi/occasional boarding (%)



## Verbatim comments

We have been extremely encouraged by the on-line feedback we have received from our survey. A selection of these are included below:

“As my husband and I both work full time and are often required to stay away with work, it sounds like this school could answer all our prayers, above and beyond our expectations. We are desperately hoping this could be the first school available to our [REDACTED] which offers us a fair opportunity to secure a place”

“My son has a SEN and we are unable to find a suitable school which will challenge him academically, whilst maintaining small class sizes which is essential for his Auditory Processing Disorder. This sounds ideal, I have a further 3 younger sons who are currently 5, 5 and 2 and this would be ideal for them too. Finally, a co-ed option in Windsor. Long overdue and a brilliant use of this redundant site”

“I think that the school will provide a much needed co-educational school and fully support the application. I only hope that we are fortunate enough to get a place!”

“We think this is an excellent initiative and are very excited at the prospect. Please feel free to contact us for any further comment or research if required”

“My husband and I were very interested when we heard about your proposed school, having both attended boarding school ourselves, we both felt we

benefited from this type of schooling and would like to repeat the experience for our [REDACTED]. We would be interested in further information in regard to the sporting facilities”

“I think this is a marvelous idea and have been looking for further information since I read about the possibility early last year. Having [REDACTED] currently in White Waltham Primary School and living in [REDACTED] this would be ideal for my family and I would be glad to offer assistance if required”

“I think this would be a fantastic boost for the area and if available to local families the location is ideal with good links from Bracknell, Windsor and Maidenhead”

“I am particularly interested in this school as it would offer a co-ed education - I have [REDACTED] and currently they would have to go to different upper schools which in am really unhappy about.”

“Very excited about this proposal, we would love to continue our children's education within the vicinity. I very much look forward to receiving further information”

“I welcome the idea of another school in the RBWM as a girls school would not benefit my [REDACTED]. I would like further information as you get it please. It sounds like the kind of school I would like both my children to go to”

“What a great idea. It is exactly what the area is crying out for”

“The Windsor area, especially is severely limited in choices and many parents are forced into the private sector in order for their children to obtain an education where they are valued as individuals and nurtured. We are very supportive of the free school proposal and look forward to its fruition”

## **5.2 MARKETING**

### **Statutory consultation**

Holyport School is aware of the requirements of the Academy Act 2010 and will meet statutory requirements in this regard.

We intend to consult with key stakeholders as part of this consultation, which will be co-ordinated as part of the pre-opening phase of our marketing campaign. The key groups we intend to consult are:

- Local parents
- Local residents
- Community leaders
- RBWM
- Local primary, middle and secondary schools
- Other neighbouring local authorities
- Local businesses

Throughout our period of consultation, we will ensure that all means of communication are available and we will respond promptly to queries or comments, namely:

- An up to date website where people can leave comments
- An email address
- A dedicated phone line
- A business address

A number of initiatives have been undertaken to engage with the community in order to raise awareness of the distinctive features of our school and to encourage registers of interest and feedback from parents. We have also welcomed the opportunity to communicate with other stakeholders. We have put together a comprehensive marketing and communication strategy that will take the project through each stage of the process – from pre-application, through to pre-opening and longer term.

## **Pre-application phase (up to end of February 2012)**

Our priority during this phase has been to reach out to as many parents of children in Years 6, or younger, on order to raise awareness of our proposed free school and to gather evidence of demand. To date, our marketing has included:

- A press release to the local and national media (9<sup>th</sup> January 2012)
- Full article in the **Maidenhead & Windsor Advertiser** (12<sup>th</sup> January 2012). This weekly newspaper has a circulation of more than 20,000 readers.
- A second article in the **Maidenhead and Windsor Advertiser** (19<sup>th</sup> January 2012), providing in depth information on the members and directors of Holyport Free School
- A letter to all **heads of senior and middle schools**, providing more information about the proposed school, followed by a discussion with the Heads of the Windsor Schools, and the [REDACTED]. The purpose of this meeting was to engage directly with heads from senior schools in the maintained and independent sector to discuss the feasibility of a collaborative approach to facilities and teaching.
- **BBC Radio Berkshire** live interview (13<sup>th</sup> January 2012)
- Launch of the **Holyport Free School website**, including 'Registration of Interest' (from 28<sup>th</sup> December 2011)
- Regular follow up **newsletters** by email and face-to-face with parents, the media and the local community.

Over the past eight weeks, more than 240 families representing 350 children have expressed an interest in the concept of Holyport Free School and have requested to be kept up to date with the progress of our application. All comments and queries have been responded to immediately.

## **Pre-opening – First Phase (September 2012 – July 2013)**

Over the coming months, we are planning a comprehensive and strategic marketing campaign to raise awareness and increase levels of interest and commitment to Holyport Free School among parents and the wider community. We are mindful of our underlying ethos of inclusivity and plan to implement a targeted approach to marketing our school to specific groups of children, including children on the edge of care, children from disadvantaged backgrounds and military families.

In August, assuming our application is successful, we are planning to launch our pre-opening with a high profile event. We have booked the Guildhall in Windsor, where we hope to host a fundraising dinner during the London 2012 Olympic Games. We propose to invite key leaders in the community, local

businesses and parents who have expressed an interest in getting involved in the pre-opening phase.

Our campaign for raising awareness and building up strong links and relationships includes:

- Contacting and actively engaging with primary schools and middle schools in the area. These links will be vital in targeting specific groups of children and their parents who otherwise might not consider our school. This will start in September 2012 until the school opens.
- Continuing to engage with parents, who have expressed an interest in the school through regular newsletters, updates and direct response to email, telephone and postal queries. This campaign will be ongoing
- Making use of social media to raise awareness and interest
- Continuing to engage with the local press and radio in order to communicate the key features of our school's vision and ethos.
- Publishing a full article in 'Around the Royal Borough' - a newspaper delivered to every household in RBWM four times a year. This will raise awareness across all households.
- Contacting heads of local independent Preparatory schools (aged up to 13) for parents who would like to continue with a local state boarding school
- Continuing to engage with the Family Liaison Officer of the Armed Forces in Windsor, to keep up to date with current boarding policies, and to attend events with military families in order to raise awareness of Holyport Free School among this target group.
- Engaging with the State Boarding Schools' Association – a body which supports the 30+ state boarding schools in the country and helps parents to find suitable boarding school places.
- Working closely with Children's Services at RBWM to develop a strategy for identifying and supporting children on the edge of care who might be suitable for a boarding place at the school
- Holding parent information sessions and workshops at local venues
- Building confidence in the school through the publication of a first prospectus – this will generally be available on line to minimise costs but we will also print some copies to distribute to schools and for families in our target groups
- Co-ordinating parents and other volunteers who have expressed an interest in helping with our campaign – in order to set up a task force for raising awareness and interest in school places.
- As plans develop, we will also engage with parents and other stakeholders to gain input into the design of the school. We will hold public meetings with our architects, providing opportunities to feedback information.

### **Pre-opening – Second Phase (July 2013 – September 2014)**

The purpose of the second phase of the marketing campaign will be to ensure parents who have expressed an interest in the school, commit to doing so through the admissions process. We want to make certain that our school is oversubscribed from the outset. We will focus on ensuring that our vision and ethos, and all aspect of the school's admissions process are appropriately communicated. We will achieve this by continuing to build on the marketing initiatives outlined in the First Phase, but in particular we will:

- Continue to build on our website – and to move it towards a 'School website'
- Consult with the admissions of RBWM to ensure that Holyport Free School is included and that all admissions criteria are correct
- Produce a prospectus for all prospective parents
- Hold a series of open evenings for parents to view the school. It is difficult to say at this stage how far along we will be with the refurbishment of the site, although it is expected that there will be some areas available to us to use, along with plans of the whole school.
- Hold specific meetings for parents of children who are interested in boarding at the school – to discuss in more detail the boarding arrangements, accommodation, staffing etc
- Continue to engage with primary and middle schools
- Ensure we continue to have a high level of media coverage through local and national press, social media and radio.

### **Post-opening – Third Phase (September 2012 onwards)**

After the opening of Holyport Free School, we very much hope that our own students and their parents will be the greatest ambassadors for ongoing marketing of the school. There is no more powerful medium than word or mouth and first hand experience. We believe that children who come to our school will be proud to do so, and will want to spread the word to others. We will encourage parents who are interested in the school, to make an appointment to visit when the school. Then they will see for themselves both the diversity of students in the school, and the quality of teaching and learning in the classroom. In addition we will:

- Continue to run open evenings, tied into the normal round of senior schools' open evenings in the area (usually in September/October of the year prior to entry).
- Continue to produce a hard copy and online prospectus of the school, alongside current information for parents (term dates, fees etc)
- Continue to work with local primary and middle schools – inviting groups of children to come into the school to take part in a variety of specialist lessons.

These might include: a Spanish lesson, Hockey training, a 'play in a day' drama class. These sessions are intended to act as taster days for students wishing to join the school and while some will be run by teachers, we also see great opportunities for our own students to work with pupils from primary schools.

- For parents interested in boarding, we will invite prospective children to stay for the night with other similarly aged children, where they will have the opportunity to experience life in a boarding house. These events will be aligned to fit in when other boarders are away (say, after GCSE's or on fieldtrips)
- We will continue to ensure we have a strong community presence, through participation in community events, adopting an open-house policy for parents and other members of the community.



### **5.3 REACHING OUT TO THE WIDER COMMUNITY**

Holyport Free School is intended to be a truly comprehensive school open to all children of all abilities, regardless of their background, ability, or disability. We hope to encourage children to join the school who would thrive in the context of a boarding school and its curriculum. In particular we are committed to encouraging specific groups of children to join our school:

#### **Children from disadvantaged backgrounds**

Our school will be located close to Dedworth on the outskirts of Windsor, an area with some of the highest concentrations of low-income families. We believe our curriculum and school structure will be ideal for all children but will particularly benefit children from these families. Our strong community ethos, outstanding pastoral care, personalised learning, smaller classes and consistent discipline will give these children the vital support they need to flourish at school. Through these measures, we will be able to make a real difference to their chances of fulfilling their potential and developing the skills they need to succeed. In addition, our longer school day and extensive programme of enrichment will give many pupils the opportunities and confidence to open their eyes to new experiences and to broaden their horizons. Included in our provision for these children will be a [REDACTED] annual budget to cover the costs for uniform, equipment and extra-curricular activities.

We also hope to target those children whose family circumstances make it difficult to complete academic work at home and to pursue other interests and talents. Disadvantaged children who have day places will also be able to take advantage of the extended day at no extra cost – this includes all meals. This will allow pupils to stay on at school after the normal working day, to complete homework and to take part in other extra-curricular activities.

We plan to offer a minimum of four bursary boarding places each year to students from disadvantaged backgrounds (including one to the child of parents in the Armed Forces) who have the potential to thrive here and who we believe would benefit the most from a boarding school education. An outline of how we aim to support these children more directly is presented in Section 4.8.4

#### **Families from the Armed Forces**

We plan to give priority boarding places to pupils with families from the Armed Forces. Windsor is a garrison town, and we hope to attract pupils to the school who would benefit from a boarding environment. In addition, there are around 450 military properties on the edge of Windsor, and less than three miles from Holyport Free School. We have held discussions with the family liaison officer responsible for families in the armed forces and hope to work with this group specifically. More detail about how we hope to support this group of children is outlined in Section 4.8.6

### **Children in Care**

We hope to attract children from vulnerable families who are already in care or 'on the edge' of going into care. We have already engaged with the local authority about the feasibility of this provision and they have confirmed their support, practically and financially. A letter from [REDACTED], [REDACTED], supporting the provision of boarding places at Holyport Free School is copied below. We believe there can be enormous benefits in offering children the opportunity to experience a boarding school life away from the difficulties they may be experiencing at home. Other local authorities have adopted this strategy for helping these young people to avoid being taken into care with unbelievable success. Further details about this can be found in Section 4.8.5

Please reply to: [redacted]  
Direct Line: [redacted]  
Email: [redacted]  
My ref: [redacted]  
Date: [redacted]

20 January 2012

[redacted]  
Maidenhead  
Berkshire  
[redacted]



[redacted]

Holyport Free School

[redacted]

Maidenhead  
Berkshire,

[redacted]

[redacted]

#### Holyport Free School and Looked After Children

The aim of this letter is to summarise the recent discussions that have been held with officers of the Royal Borough regarding the potential use of the proposed Holyport Free School by children in the care of the local authority and those on the cusp of care.

The Borough is very positive about the idea that some of our children could benefit from the provision you propose and we are keen to work with you to maximise the advantages.

Typically, there are around 100 children in care within the Borough. Clearly, not all looked after children, nor those on the edge of care, would be suitable for placement at Holyport Free School either as day students or boarders. It is estimated that there may be in the order of three or four such children in each year group who may be suitable for placement. I note that some students may need to transition from day students to boarders, which will require the Free School to be flexible in its allocation of places to vulnerable children and those in care.

If looked after children, or children at risk, are placed as boarders, I appreciate that the Royal Borough would be expected to pay the full cost of boarding (estimated to be around £12k per annum) on the understanding that the Free School will provide bursaries to cover the cost of uniforms, school trips and learning materials etc.

Children in care would still need to be accommodated at weekends and during school holidays. Consequently, the arrangement is unlikely to yield significant cost savings for the Royal Borough, however there could be tangible benefits to the young people themselves in terms of pastoral care, positive role models and a well-disciplined learning environment.

[redacted]  
[redacted] Maidenhead, Berkshire  
T: [redacted] E: [redacted]

I look forward to further developments and assure you that my officers will be diligent in doing whatever they can to ensure that children in our care get the most from this opportunity.

Yours sincerely

[Redacted signature]

Copy to: [Redacted]; [Redacted]

[Redacted]  
[Redacted] Maidenhead, Berkshire  
T: [Redacted] E: [Redacted]

## 5.4 SUPPORTING THE LOCAL COMMUNITY

As Holyport Free School will be a full boarding school, prospects for extending the use of facilities to the community during term time will be limited. However, during the holidays there will be some exciting opportunities to make use of the school and, in particular its boarding facilities.

Our intention is to provide an ideal setting to run residential courses for students and young people in RBWM. Holyport Free School will provide its facilities for use in these initiatives, and will work with RBWM, other schools and charities to fund the projects. They will be targeted at those children who would benefit the most - in particular children from disadvantaged backgrounds, children in care, children with additional educational needs and those with an emotional or social need. We hope that many staff at the school and our older pupils will participate in the organisation and support of these events as part of a commitment to supporting the local community.

Possible courses include the following:

- **Oxbridge courses** - helping RBWM students from the maintained sector. These courses will include: trips to the universities, help with UCAS applications and personal statements, interview techniques and intensive subject teaching and learning sessions.
- **Catch Up camps** - for students who have missed vital periods of their education, through illness or other circumstances. Students will have intensive active learning opportunities using the full range of IT resources. Teaching will be inspiring and innovative, mixed in with plenty of outdoor pursuits
- **Core Learning camps** – giving students who are struggling with their English and Maths the chance to accelerate and get back on track in these vital subjects. Like the Catch Up camps, students will be given enriching and focussed learning opportunities, personalised to their individual needs. The emphasis will be on fun with the intention that students develop and leave with positive attitudes to learning
- **Performing Arts, Sports, Creative Arts camps** – there can be no greater pleasure for children than coming together for a collective goal. We believe there can be some fantastic opportunities to work with young people in this way, particularly those who have become disengaged with their schooling or who are experiencing difficulties at home. We hope to work with other local sports clubs, Arts centres and other local facilities to maximise the experiences for these children.
- **Affordable activity camps for children from deprived backgrounds** – from our work with two of the main Youth and Community Centres in Maidenhead we are aware of the difficulties many children and young people face particularly over the summer holidays, when there is little prospect of a family vacation, day trips or local activities. We intend to work alongside the Youth Support team at RBWM to reach out to children who would benefit from the chance to take part in a lively and exciting week of activities. These residential courses will take children away from the difficulties they may be

facing at home, and away from Facebook and the Xbox. The emphasis of these weeks will be on developing key skills for life – resilience, independence, teamwork, integrity, tolerance – important life skills which can make the difference when children leave school. Activities will be designed to be enriching, testing, useful (eg cooking) and above all, fun. We hope that at the end of these weeks, children will have left with a more optimistic and confident outlook on life.

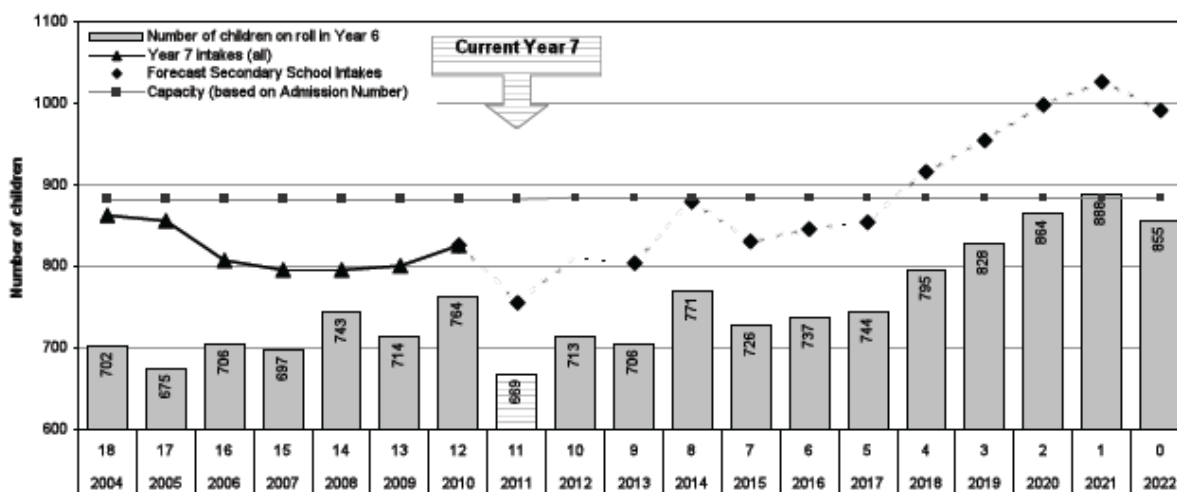
### **Community Service**

Part of our vision for the school is that all students leave with positive attitudes to helping other people in their community, and with a keen desire to ask what they can give, rather than what they can take. We fully endorse the 'Big Society' initiative and intend for every student to make a positive social impact in the local area. Areas of service to the community will include: work in care homes or for CareBank (a new initiative to help older people in their homes), volunteering in libraries, museums and at Community Youth centres, work in local primary schools, including mentoring and volunteering in our parks and other open spaces. We hope that our students will embrace the opportunity to do something really positive in their community, and will leave with a strong commitment to making a longer-term contribution to society.

## 5.5 DEMAND FOR SECONDARY PLACES IN RBWM

RBWM recently carried out an analysis of the expected demand for secondary school places in Maidenhead and Windsor over the course of the next 10 years. The results of this analysis and the observations recorded by the officers are outlined below:

### *Maidenhead – secondary school forecasts (intakes only)*



*This chart shows some very rough and ready forecasts for future Year 7 intakes into the five Maidenhead secondary schools.*

#### **Notes:**

- (1) *the bars show the numbers on roll in Year 6 in the Maidenhead primary schools, including the surrounding borough villages. Year 6 is the transfer year group that feeds directly into the secondary schools and they are plotted against the year in which they transfer into Year 7. Clearly, the bars for 2012 onwards are forecast numbers on roll in this transfer cohort;*
- (2) *the black line with triangles shows the Year 7 intakes into the secondary schools, as at September each year;*
- (3) *the dotted black line shows the forecast Year 7 intakes, calculated on the basis of existing trends. Please note in particular: out-of-borough numbers are assumed here to remain in a 'steady-state', because of the difficulty in forecasting these; some allowance is made for housing, but these are purely estimates; the further into the future, therefore, the more inaccurate these forecasts are likely to be.*

#### **Observations:**

- (1) *the number on roll in Year 7 in the Maidenhead secondary schools is significantly higher than the numbers transferring from the Maidenhead*

primary schools. This reflects the relatively high proportion of out-of-borough children on roll;

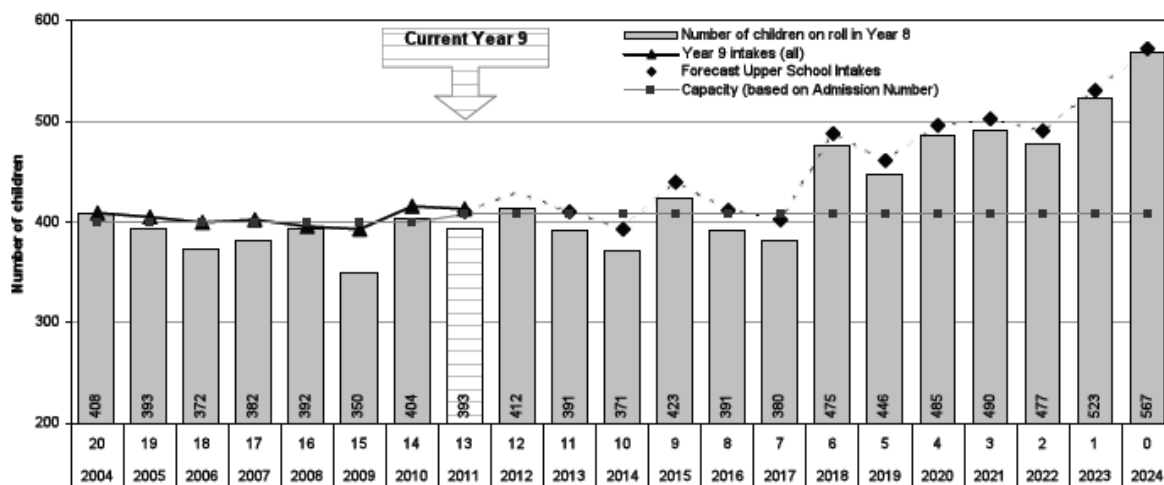
- (2) On average, around 8% of children transferring from the Maidenhead primary schools do not move into a Maidenhead secondary school (attending a Bucks or Slough Grammar School instead);
- (3) currently, around 18% of children on roll in Year 7 in the Maidenhead secondary schools are out-of-borough residents. This has fallen from 25% in 2004;
- (4) the net result of this is that since 2004 the intakes have fallen overall, even though there has actually been an upward trend in the size of the Year 6 transfer cohorts in the Maidenhead secondary schools.
- (5) at no point since 2004 have all the places in the Maidenhead secondary schools been full. The capacity of the five schools, based on their combined admission numbers, has been comfortably higher than overall demand (although clearly there have been issues at individual schools – e.g. Furze Platt Senior in 2010);
- (6) the capacity in the five schools has been significantly higher than the demand from children transferring from the Maidenhead primary schools;
- (7) looking ahead, there is no immediate prospect of a shortage of secondary school places in Maidenhead. The September 2014 intake could be difficult at individual schools, but overall demand shouldn't exceed capacity until September 2018. This will be when the larger intakes now affecting the Maidenhead primary schools feed through into secondary transfer.
- (8) the capacity in the secondary schools to meet demand from those transferring from the Maidenhead primary schools may not be exceeded until September 2021 – a full decade away. In order, however, to allow for operation of parental preference across borough boundaries (which borough parents obviously benefit from as well) it would be best to plan on the basis of the overall demand, and work towards a secondary school expansion programme to start in September 2018.

**A final caveat:**

- (1) these forecasts relate only to the intake year. In most circumstances any significant ups or downs in demand will start here and work their way through a school. It is possible, however, that the raising of the participation age – e.g. encouraging more pupils to stay on in full-time education – may result in higher numbers on roll in the secondary schools. Without additional accommodation this would reduce the numbers of children that could start in Year 7 (i.e. in order to make way for a higher number of sixth formers).



## Windsor – upper school forecasts (intakes only)



This chart shows some very rough and ready forecasts for future Year 9 intakes into the two Windsor upper schools.

### Observations:

- (1) the number on roll in Year 9 in the Windsor upper schools is roughly in line with the numbers transferring from the Windsor middle schools.
- (2) More borough children are on roll in Year 9 in the Upper schools than are on roll in Year 8 in the middle schools – i.e. some borough parents opt back into the Windsor system at the upper school intake point;
- (3) currently, around 11% of children on roll in Year 9 in the upper schools are out-of-borough residents. This has fallen from 16% in 2004;
- (4) the two upper schools are almost always full – if there is a dip in the size of the transfer year groups from the middle schools, the places are usually taken by out-of-borough/out-of-area children;
- (5) the capacity in the two middle schools has been roughly in line with the demand from those transferring up from the middle schools;
- (6) looking ahead, there is no immediate prospect of any great shortage of upper school places in Windsor. The September 2012 and 2015 intakes could be difficult, with slightly fewer places available than needed for the numbers transferring from the middle schools. From 2018 onwards, however, there is expected to be a significant shortage of upper school places, growing to a forecast shortage of 164 Year 9 places by 2024.

### A final caveat:

- (1) these forecasts relate only to the intake year. In most circumstances any significant ups or downs in demand will start here and work their way through a school. It is possible, however, that the raising of the participation age – e.g. encouraging more pupils to stay on in full-time education – may result in higher numbers on roll in the secondary schools. Without additional accommodation this would reduce the numbers of children that could start in Year 9 (i.e. in order to make way for a higher number of sixth formers).

## **Summary**

These figures exclude the children from within RBWM who are educated in the independent sector. The latest survey conducted in 2006 indicated that of the 27,000 5-19 school population of RBWM a total of 4,088 were at independent schools (15.3%). This is a very high percentage when compared with other local authorities. The average across East Berkshire was 7.1% and in Slough for example the percentage was only 1.7%. Given the certain financial pressure on parents' budgets over the coming years one can assume that a certain percentage will look for alternatives to independent school education. This will undoubtedly bring forward the capacity shortage that is projected for both Windsor and Maidenhead in 2018.

In Maidenhead 8% (around 60) children per year go to Buckinghamshire grammar schools. Clearly we would prefer to offer those children an attractive schooling option in RBWM. Indeed, given the likely move back to the maintained sector from the independent sector, the ability for RBWM children to go into the Buckinghamshire system is likely to reduce. Windsor is more capacity restrained with pupil migration into RBWM. In addition, many in borough children opt back into RBWM at Year 9 having been out of borough due to the three tier system that exists in Windsor.

In conclusion, we believe that likely demand will exceed supply in advance of the projected 2018 date. Given that we are looking to open in 2014, it is probable that we would be opening just in advance of the need for additional secondary school capacity. Given the 225 boarding school capacity of Holyport Free School this would give children from Windsor, Maidenhead and adjoining local authorities the opportunity to attend Holyport Free School.

## Section F: Capacity and capability

Holyport Free School is a not-for-profit company limited by guarantee. It is anticipated that it will become an Academy Trust on approval and signing of the funding agreement by the Secretary of State.

We are a group of five local parents, teachers and successful businessmen. Between us we have twelve children of our own. Two of us are masters at Eton College, one a senior boarding master. Two others are trained teachers, one responsible for the curriculum at a local preparatory independent school. We have lifelong experience in teaching, boarding, governance, marketing, computing, finance, project management, legal and commercial matters. We have excelled at the highest levels in the educational and commercial sectors. We are all university educated and understand the importance of education for the development of a child and their ability to live a fulfilled life. We know that the quality of a child's education and pastoral care can fundamentally change them for the better. A child has one chance to be educated and should not be let down through lack of ambition or determination. We have come together to make our vision of Holyport Free School a reality, from application through to successful opening and in the longer term.

### 6.1 EDUCATIONAL EXPERTISE

The members of Holyport Free School together have an outstanding record of educational experience between them and the necessary capability to deliver on every aspect of our vision for the school. Details of our experience are outlined below:

[REDACTED] ([REDACTED]): is currently a [REDACTED]. [REDACTED].

[REDACTED] ([REDACTED]): [REDACTED]. [REDACTED]. [REDACTED].

[REDACTED] ([REDACTED]): [REDACTED]. [REDACTED].

[REDACTED] ([REDACTED]): [REDACTED]. [REDACTED]. [REDACTED].

[REDACTED] ([REDACTED]). [REDACTED]. [REDACTED].

### 6.2 FINANCIAL EXPERTISE

[REDACTED]. [REDACTED]. [REDACTED].

[REDACTED]. [REDACTED]. [REDACTED]. [REDACTED]. [REDACTED].

### 6.3 OTHER RELEVANT EXPERTISE

The members and directors of Holyport Free School have outstanding educational and financial expertise alongside a broad range of skills and experience, necessary to see through the opening and ongoing operation of the school. A summary of each member of the group is outlined below:

[REDACTED] ([REDACTED]). [REDACTED]. [REDACTED]. [REDACTED].

[REDACTED] ([REDACTED]): [REDACTED]. [REDACTED]. [REDACTED].

[REDACTED] ([REDACTED]): [REDACTED]. [REDACTED]. [REDACTED].

[REDACTED] ([REDACTED]): [REDACTED]. [REDACTED]. [REDACTED].

[REDACTED] ([REDACTED]): [REDACTED]. [REDACTED]. [REDACTED].

#### ADDITIONAL EXPERTISE

In addition to the time and commitment of the members and directors, we also have the following individuals and companies providing professional services, in the pre-application phase:

[REDACTED] - [REDACTED]. [REDACTED].

[REDACTED]. [REDACTED]. [REDACTED].

#### Eton College

We have been in discussions with the [REDACTED] ([REDACTED]) and the [REDACTED] ([REDACTED], [REDACTED]) for over eighteen months. [REDACTED] has said that he anticipates Eton College will be involved in the establishment and ongoing operation of Holyport Free School at some level. This involvement (where there is a cost to Eton College, Holyport Free School would reimburse it) may be any one or more of the following areas, and will be confirmed after 17<sup>th</sup> March 2012:

- Assisting with the interview and selection process of our Principal Designate in 2013/2014
- Advice on the establishment and ongoing support for boarding provision
- Providing boarding expertise and perhaps secondment of Eton Masters to assist in House Parent role

- Providing academic expertise in key subject areas

### **Wellington College**

We have held very encouraging discussions with [REDACTED], [REDACTED] and he has indicated that they would be very interested in getting involved in the establishment and ongoing support of Holyport Free School. [REDACTED] brings invaluable experience as he has recently been instrumental in [REDACTED].

[REDACTED] - [REDACTED] [REDACTED] [REDACTED].

### **COMMISSION OF ADDITIONAL SERVICES**

We anticipate commissioning the following additional services, but are mindful of the need to keep costs to an absolute minimum throughout the pre-opening of the school.:

- Project management
- Marketing & publishing – all design work and administration will be carried out at no charge. There will be minimal costs involved in printing
- Statutory consultation – again, we would expect costs to be minimal, as design, implementation, collation and analysis would be carried out by the group. Minimal costs would be involved in printing flyers and posters.

## 6.4 CAPACITY

The tables below summarises the specific areas of expertise and the time commitment of each member during each stage of the development of HFS. While these time commitments are indicative, it should be noted that at particular stages in the development of the project, it is anticipated that input will be much higher, particularly in the two months prior to opening.

Post-opening of the school, it is anticipated that the five Members and Directors will take on roles as governors of Holyport Free School, and their areas of responsibility are outlined in the third table below. Both [REDACTED] and [REDACTED] have also expressed an interest in potentially working at Holyport Free School.

APPLICATION PHASE Roles and commitment		
Member	Expertise	Time commitment (hours per week)
[REDACTED]	<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>	10 – 15 hours p/w
[REDACTED]	<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>	5 – 10 hours p/w *
[REDACTED]	<ul style="list-style-type: none"> <li>[REDACTED]</li> </ul>	5 – 10 hours p/w*
[REDACTED]	<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>	5 – 10 hours p/w
[REDACTED]	<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>	25 – 30 hours p/w

\*More hours outside term times

PRE-OPENING PHASE Roles and commitment		
Member	Expertise	Time commitment (hours per week)
[REDACTED]	• [REDACTED]	15 – 20 hours p/w
[REDACTED]	• [REDACTED]	5 – 10 hours p/w *
[REDACTED]	• [REDACTED]	5 – 10 hours p/w*
[REDACTED]	• [REDACTED]	5 – 10 hours p/w
[REDACTED]	• [REDACTED]	25 – 30 hours p/w

POST-OPENING Roles and commitment		
Member	Expertise	Time commitment (hours per week)
[REDACTED]	• [REDACTED]	5 hours p/w
[REDACTED]	• [REDACTED]	5 hours p/w
[REDACTED]	• [REDACTED]	5 hours p/w
[REDACTED]	• [REDACTED]	5 hours p/w
[REDACTED]	• [REDACTED]	10 hours p/w

## 6.5 PRINCIPAL DESIGNATE

The appointment of Principal Designate is key to the transition from concept to reality for Holyport Free School. The ideal candidate will bring the best practices of the state and independent sector to our school and although experience of boarding would be ideal, an understanding of the extended day and boarding school ethos will be critical. The successful candidate will be able to demonstrate outstanding educational leadership in a senior school environment. He or she will have excellent administrative skills and be a mentor and developer of effective and inspiring teachers. The initial most important role for the PD will be to recruit all the academic staff of the school and therefore he or she must have extensive experience of recruitment. The Principal Designate must embrace and enhance the vision and ethos of our new free school. He or she will have exceptional interpersonal skills related to and leading the academic staff, support staff and pupils. As the school expands it is important that he or she is able to engender the school to the local community, working closely with the governing body.

Our approach to recruitment of staff will ensure:

- All staff employed by the school will be suitable individuals to work with young people. They will be extensively checked including CRB
- Staff employed by the school will be appropriately qualified for the job with relevant experience
- All staff will embrace the vision and ethos and aspiration for the school, which is underpinned by the boarding and extended day

Advertisements for posts will be placed in national and local media, on teaching recruitment websites and on the school's own website. Details will be included on how to apply for the post, along with the closing date and an application pack containing:

- Details of the post in its context
- A job description
- A person specification
- Key information about the school
- An application form

We will ensure that all literature will contain a statement of our commitment to safeguarding children and young people.

The appointment for the Principal Designate will be advertised nationally and we will undertake a comprehensive recruitment process, in order to secure the best person for the post.

Once our application has been approved in September 2012, we will start to consider the appointment of the Principal Designate. Our timeline for recruitment would be as follows:



<b>Timetable for recruitment of Principal Designate</b>	
January 2013	Draw up specification of post by GB
April 2013	Initial national advertising including, TES, Guardian, Telegraph
June 2013	Draw up a long list of candidates
July 2013	Interview short list and appoint
January 2014	PD starts full-time (two terms prior to school opening)
January – June 2014	PD appoints all necessary for opening in September 2014

The **application form** will be in four parts:

1. Basic information about the candidate including qualifications and experience
2. Personal statement
3. Extra questions eg how will you ensure the school is oversubscribed? How will you embrace the ethos of the school?
4. Safeguarding details

The **interview process** will take the form of:

- A first interview with the recruitment sub-panel
- A second interview with the full panel to include a presentation on the lines of differentiation in the classroom, how fs are going to benefit the wider community
- Interview before the panel
- Safeguarding and reference checking

The **recruitment panel** will consist of:

- The directors of Holyport Free School
- An external educational advisor
- A representative from DfE

Three references will be requested to include the current Head Teacher and the Chair of the Governing Board. The school will request a written reference from each referee.

When applicants are at interview, the following checks will be made:  
Signature, if the application form was transmitted electronically without being signed; Proof of identity; Academic and other relevant qualifications

### **Appointment of staff**

The successful candidate will initially be made a verbal offer of the post. If they accept then they will be sent a formal offer which states that their appointment is subject to satisfactory references if any are outstanding, and a satisfactory CRB(E) check. Unsuccessful candidates are informed and offered a de-brief on their performance.

The application form will ask for, where appropriate, the teacher reference number for a QTS applicant.

The successful applicant will be sent a formal offer of the post to which they must respond in writing. A written contract of employment will be issued in due course.

Holyport Free School will evaluate its appointment procedures each year and make appropriate revisions. This will include asking people involved in selection procedures how they can be improved.

### **Other Staff**

Similar procedures will be used for other Senior Leadership Team, Middle Leadership Team, teaching and support staff posts. The Principle Designate will be responsible for recruiting his Senior Leadership and initial staff in liaison with the Governing Body.

For every recruited member of staff, Holyport Free School will ensure that the recommended procedures for Safeguarding are followed using the DfE document – **Safeguarding Children: Safer Recruitment and Selection in Education Settings**. We will put in place rigorous screenings to ensure that people unsuitable to work are rejected. This is even more important in a boarding school environment when our children, some of whom come from vulnerable backgrounds, have the potential to be put at greater risk.

## **6.6 STAFFING STRUCTURE**

Once the Principal Designate has been appointed the process of building a strong team for the opening of the school will begin. Our approach to staffing is derived from three criteria: our vision, our curriculum and our budget. Therefore, our key considerations in the recruitment of staff and the structure of the school are:

- **Outstanding teachers:** we have set ourselves challenging targets to achieve high academic attainment and to ensure all students make progress. Our teaching staff will need to demonstrate that they can deliver exemplary teaching and that they will get the very best out of their students. They will be experienced in providing a wide range of teaching approaches and styles in order to meet the individual needs of all our learners. They will love the subject they teach and will want to instil that same passion in their students.

- **A holistic education:** our staff must embrace our culture of providing an enriching and extended curriculum through a longer school day. They will demonstrate a commitment to developing the whole child – intellectually, spiritually and creatively. Their work will extend beyond their subject and they will embrace the opportunity to share their own interests and talents.
- **A boarding school ethos:** Many staff at the school will be directly involved in the welfare of boarding students. For others, they will demonstrate a commitment to supporting our students through the House Tutor system and through our strong community ethos and our spirit of mutual respect and support.
- **Supporting every child to reach their potential:** All staff at Holyport Free School will share our commitment to helping the most disadvantaged and marginalised students in our community
- **Life long learners:** We expect our staff to recognise the value of professional development and to be open to new challenges and approaches to teaching and learning. We will aim to recruit staff who share our excitement at the opportunities now open in the world of IT, as a valuable learning resource and as a powerful tool for monitoring progress and attainment.

Our expectation of the staffing within the school is a flatter, more streamlined structure, allowing cleaner lines of accountability, prompt delivery of interventions. It is a structure where every member of staff recognises the important part they play in making our school a success.

The Head Teacher and leadership of the school will be vital in embedding the values of our school's vision and ethos, and will be instrumental in inspiring others in the school to go the extra distance. They will be great leaders and will develop leadership skills in others. All staff will value their own professional judgement.

Staff at Holyport Free School will embrace our holistic ethos and culture. They will be expected to play an active role in every aspect of boarding school life. In addition to the House Parents, most staff will also act as House Tutors where they will be responsible for both the academic and pastoral welfare of their students. They will provide opportunities for extra-curricular activities at the end of the normal school day based on their own interests and skills, and will adopt positive attitudes to participation and involvement.

The Senior Leadership Team will comprise two Deputy Heads, each responsible for the Academic and Pastoral curriculum of the school. The Bursar will also form part of the Senior Leadership Team. The Deputy Head of Academic will be responsible for the academic curriculum of the school – the approaches to teaching and learning, and in particular the implementation of Personalised Learning, monitoring of pupils' performance and progress and, in ensuring that the needs of different groups of learners are being met. The Deputy House of Academic will work closely with the SENCO in order to

track and monitor academic progress and to support interventions and new approaches to tackling learning issues.

The Deputy Head of Pastoral will oversee the whole of the non-academic curriculum of the school including the boarding provision. In line with our strong pastoral ethos, the Deputy Head of Pastoral will be vital to the success of the school in achieving its aims. The Deputy Head of Pastoral will be responsible for the behaviour and wellbeing of all of our students, which we believe are key to academic success and progress. He or she will expect exemplary behaviour from all staff and will help to instil a culture of support and mutual respect. The House Parents will be accountable to the Deputy Head of Pastoral for ensuring the wellbeing of the boarding community of the school. He or she will also be responsible for overseeing the Medical Centre and its staff.

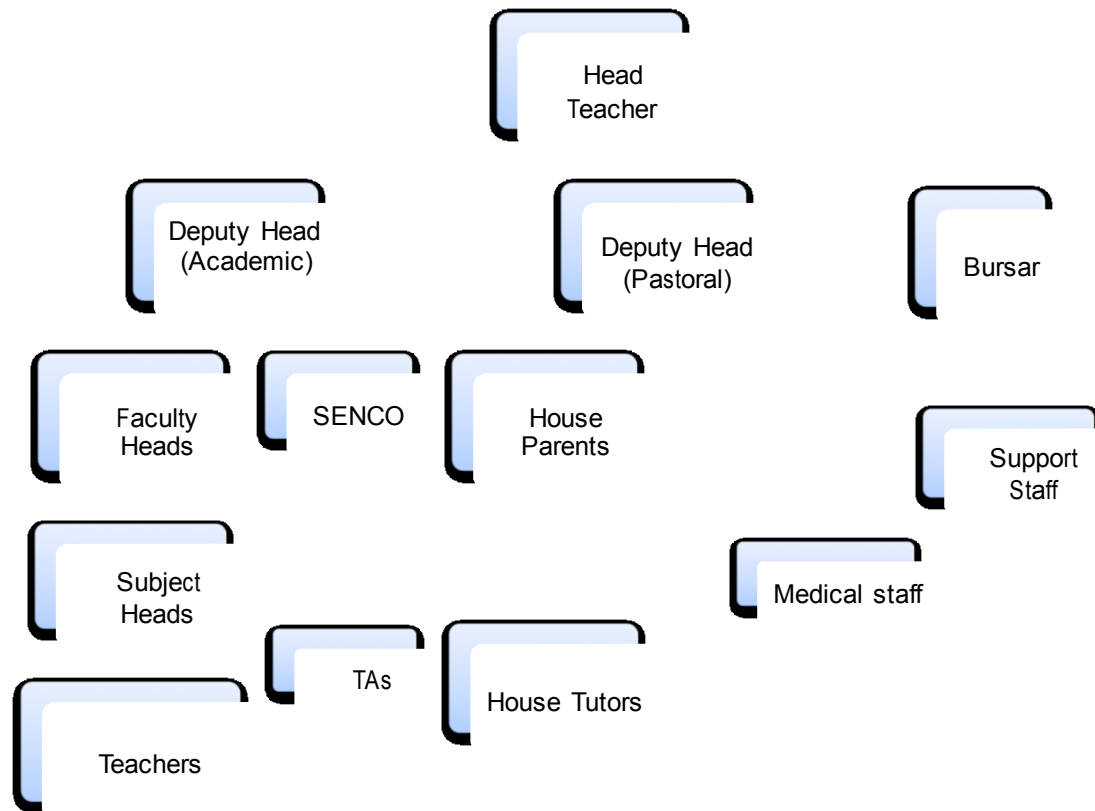
At the Middle Leadership level, we will have the House Parents (accountable to the Deputy Head of Pastoral) and the Heads of Faculty (accountable to the Deputy Head of Academic). The SENCO will also sit in the Middle Leadership structure, but will also participate in the Senior Leadership Team meetings.

House Parents will be responsible for running the boarding houses and will also assume authority over the House Tutors, who will form the main teaching staff of the school with additional responsibility for tutoring. They will work with the deputy House Parents and will have responsibility for all the support staff appointed to the boarding houses.

Subject teachers will report to their Heads of Faculty and, as the school grows, Heads of Department. They will also take on additional responsibilities, including House Tutors, and Co-ordinators for specific areas of the curriculum or groups of children (eg Gifted & Talented, Looked After Children, ESL).

Teaching Assistants will be the responsibility of the SENCO and will largely work within a particular area of the curriculum such as English so that they can understand the particular needs of the department and start to develop specialisms in that subject. The Teaching Assistants will also liaise with the Faculty Heads, Subject Heads and Teachers, and will be provided with the necessary training to ensure they make an effective contribution to the needs of children with SEN.

The Bursar will be accountable to the Head Teacher and in turn, the Governing Board for ensuring the smooth financial management of the school. He or she will also be responsible for the recruitment and management of support staff, including catering, laundry, medical, cleaning, ground maintenance, transport and building works. He will oversee the administrative staff, along with the Head Teacher of the school.



### Staffing build up

A detailed description of the staffing structure in the first seven years is outlined in the table below. The staffing build up has been structured to take account of the curriculum needs of the students and the school's ethos. Specifically we have considered:

- The starting age of students in the school – all will be in Key Stage 3 where the emphasis will be on the core subjects of English and Maths. All other subjects, while important, are secondary at this stage.
- We will have boarding students from day one so there will be a priority to put in place a team of staff with responsibility for the day-to-day welfare of these students, particularly with regard to safeguarding. We will have both boys and girls joining the school as boarders so there will be a need for two houses at this stage.
- The diversity of needs in the school, therefore we will require a SENCO from the outset. The SENCO will be SEN qualified.
- Staff in the first phase of recruitment will need to include responsible post-holders in order to set up subject areas
- We will require a Bursar to work with the Head Teacher to ensure the financial management of the school remains in budget. This will be

particularly important in the first few years as the school rapidly increases in size.

- We will require some IT input to implement and manage the school systems and provision of IT resources
- There will be a need for some support staff to join the school when it opens and they will gradually increase in numbers as the school cohort grows.

In the first year of operation, our teaching staff will comprise:

- 1 x Head Teacher
- 2 x House Parents
- 1 x Deputy House Parent
- 2 x Faculty Heads
- 3 x Subject Heads
- 1 x SENCO
- 2 x Full time Teachers
- 2 x Part time Teachers

The two Faculty Heads will each have responsibility for English and Maths, while the three Subject Heads will have a broader responsibility for: Science, Humanities and Languages. The House parents and deputy House parents, along with their duties in the boarding houses, will also teach for a proportion of their time. The other teaching staff will be employed to provide the necessary hours of teaching required for the curriculum delivery of our two Year groups.

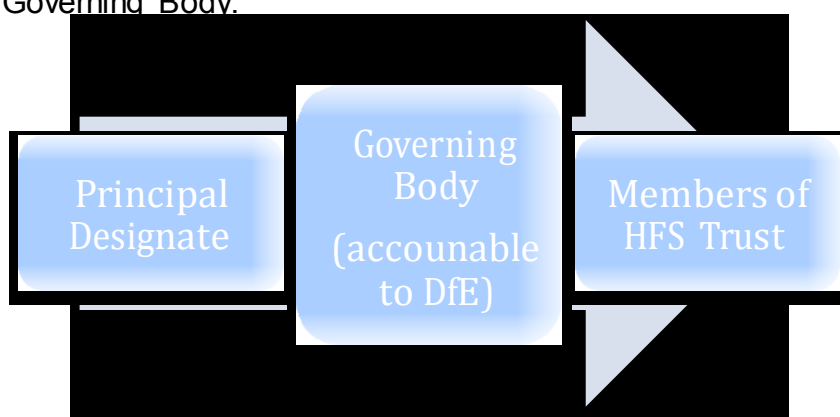
During the following years the number of teaching staff will be augmented each year in order to deliver our curriculum. Specifically, in the second year we will recruit a Deputy Head of Academic. At the same time, our Faculty Heads will increase to five, since at this point some of our students will be starting Key Stage 4. The emphasis will be on consolidating our core subjects of English and Maths and in developing our other key faculties of MFL, Science and the Humanities, which are imperative to the English Baccalaureate. In the third year, our boarding numbers will have increased to the point where we will need to recruit new House Parents to run the two additional boarding houses. By the fourth year of opening, we will be in a position to recruit our second Deputy Head, who will have responsibility for the Pastoral Care of the school. Up to this point, the Head Teacher, in conjunction with the House Parents, will take on this role. Our staffing will be complete by the seventh year of opening, when we will have a cohort of 500 students, including 225 boarders, and more than 90 teaching, administrative and support staff.

<b>Staff Build Up – 2014 – 2020</b>							
<b>Number of FTE staff</b>							
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Pupil No	80	160	240	330	420	460	500
Head Teacher	1	1	1	1	1	1	1
Deputy Head	0	1	1	2	2	2	2
Resident HP	2	2	4	4	4	4	4
Bursar	1	1	1	1	1	1	1
Deputy HP	1	2	2	4	4	4	4
Faculty Head	2	5	5	5	5	5	5
Subject Head	1.5	1.5	1.5	2.5	2.5	2.5	2.5
Subject Head	0	0	2	2	2	2	2
SENCO	1	1	1	1	1	1	1
Teacher FT	2	6	8	12	20	21	24
Teacher PT	2	2	2	2	3	3	4
TA	1	1.8	2.7	4.5	8.1	8.1	10.8
Librarian	0	1	1	1	1	1	1
Asst Librarian	0	0	0	0.9	0.9	0.9	0.9
HT PA/Reception	1	2	2	2	2	3	5
Catering Supervisor	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Site Supervisor	1	1	1	1	1	1	1
Handyperson	0	0.9	0.9	1.8	1.8	2.7	3.6
Technician	0.9	1.4	1.4	1.8	1.8	1.8	1.8
Lunchtime supervisor	0.3	0.6	0.8	1.1	1.4	1.4	1.7
Qualified nurse	0.5	1	1	1	1	1	1
Nursing Assistant	0	0.9	0.9	3.6	3.6	3.6	3.6
Finance assistant	0	0.5	0.5	1	1	1.5	1.5
Data manager	0	0.9	0.9	0.9	0.9	0.9	0.9
Admissions	0	0.5	0.5	1	1	1	1
Exam officer	0	0	1	1	1	1	1
Exam officer	0	0.5	0.5	0.5	0.5	1	1
ICT Support	0.5	0.5	0.5	0.5	0.5	1	1.5
Cover supervisor	0	0	0.9	1.8	1.8	2.7	3.6
Reprographics	0	0	0	0.9	0.9	1.8	1.8
<b>Leadership FTE</b>	<b>4.0</b>	<b>5.0</b>	<b>7.0</b>	<b>8.0</b>	<b>8.0</b>	<b>8.0</b>	<b>8.0</b>
<b>Teaching Staff FTE</b>	<b>9.5</b>	<b>17.5</b>	<b>21.5</b>	<b>28.5</b>	<b>37.5</b>	<b>38.5</b>	<b>42.5</b>
<b>Education Support FTE</b>	<b>2.1</b>	<b>3.7</b>	<b>5.8</b>	<b>10.1</b>	<b>14.0</b>	<b>15.8</b>	<b>19.7</b>
<b>Admin/support FTE</b>	<b>3.5</b>	<b>10.2</b>	<b>11.2</b>	<b>16.7</b>	<b>16.7</b>	<b>20.1</b>	<b>23.5</b>

## 6.7 GOVERNING BODY

The members of the Holyport Free School Trust will be responsible for establishing the free school and ensuring it opens successfully. They will also form part of the governing body and will take on specialist roles within the group, to ensure all responsibilities are met. These are outlined in Section 6.4 above.

The Governing Body will report directly to the Members of Holyport Free School Trust. Initially, the Chair of the Trust will also take the Chair of the Governing Body.



The role of the governing body will be to support the school and the Head Teacher, provide guidance on strategies and establish policies that reflect and strengthen the vision and ethos of the school. They will also challenge and question so that weaknesses are identified early and tackled decisively. They will be responsible for ensuring that statutory responsibilities and current legislation are met and will agree budgetary issues along with the Bursar. The Head Teacher, Senior Leadership and the Bursar will be accountable to the Governing Body.

The Head Teacher will have overall responsibility for the leadership and day-to-day operation of the school, its staff and pupils and its performance and will be accountable to the Governors of the school. At each full governors meeting the Head Teacher will provide half termly reports on all issues relating to the school, including academic results, pupil numbers, attendance and behaviour (including exclusions), staffing issues, building maintenance and site issues, DfE updates, school events and trips.

In order to ensure the success of the school and its students it is vital that the governing body makes a significant contribution to the work of the school as objective, professional and effective guardians in keeping the work of the school under review. We expect them to be a visible presence around the school, during the school day and at events and prize givings. They will be expected to be able to engage with all members of the school community - the staff, parents and pupils - in a constructive and supportive way.



It is essential that the governing body is appropriately represented by all the stakeholders of the school. Therefore the Governing Body of Holyport Free School will comprise the following:

- The Directors of Holyport Free School
- The Principal Designate
- Two parents/carers, elected by the parents of the school on a two-yearly basis
- A senior member of staff from a local independent boarding school
- A local councillor from RBWM
- A representative from RBWM Children's Services
- A local resident
- A representative from the Department for Education

The Governing Body will also include an independent clerk, who will ensure correct procedures are followed, and meetings are minuted. We will ensure our governing body has both breadth and depth of experience and knowledge in specialist areas including: finance, legal matters, site and buildings, education and boarding/pastoral care. It is therefore likely to include: someone from the legal profession, a senior accountant/banker, a chartered surveyor/architect. We would hope that the majority of our governors will be local residents, however the skill basis is the overriding criterion in this. Recruitment for positions on the governing body will be advertised through our website, parent newsletters, local press and through RBWM. We have already received a significant amount of interest from both parents and other local residents who are keen to be involved in the governance of the school. These include a recently retired headmaster of a secondary school, a chartered surveyor, a finance director and a PR executive.

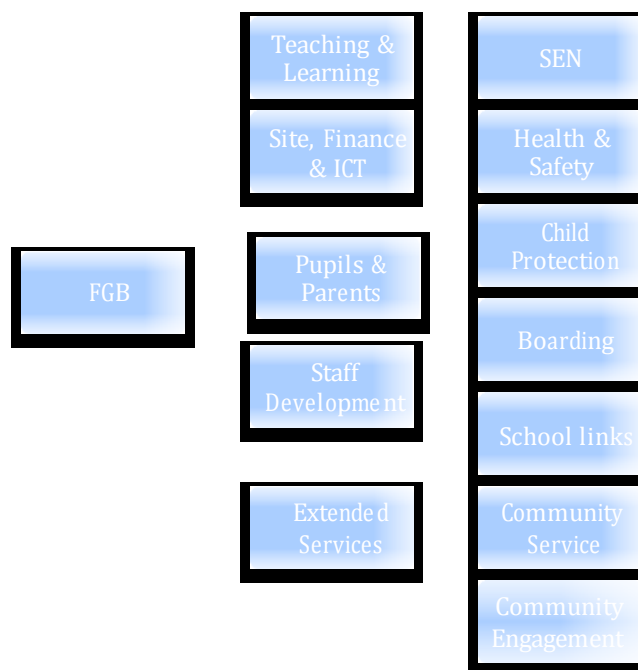
Prior to the school opening and in the first two terms, the full Governing Body will meet on a monthly basis. Ongoing meetings will then be held twice a term. Once a year there will be a full Governing Body Strategy meeting to discuss and set longer-term goals and objectives.

There will also be a number of sub-committees, which will also meet on a regular basis, usually twice a term but more frequently during the first two terms. All Governors will be CRB checked and an annual register of Business Interests carried out.

There will be five sub-committees, which will report to the governing boards, and will consist of the following:

- **Teaching and Learning** – including SEN, G&T, Performance Data
- **Site, Finance & ICT** – including Health & Safety, Legal, Buildings Maintenance, Sustainability

- **Pupils & Parents** – including Child Protection, Looked After Children, Boarding and Extended Day, Discipline and Behaviour. This committee will also oversee the Admissions to the school.
- **Staff Development** - including Human Resources, Performance Management of Principal Designate
- **Extended Services** – including School Links (to other local senior, middle and primary schools), Community Service and Community Engagement (provision of school facilities)



Staff will have their representatives who will be asked to present to the governing body, where relevant. For results on pupils progress and attainment we would expect there to be representation from the Head Teacher, Deputy Head (Academic) and the member of staff responsible for management of data analysis. Other staff will be invited to talk to the whole governing body or to a sub-committee on a particular subject of the curriculum or other specialist area (eg SEN). Governors will also be expected to make annual visits to one or more departments within the school, and there will also be governor links within each House.

All governors will be expected to attend regular Governor training sessions and to keep up-to-date with current policy and legislation. They will challenge and support the school and address short and longer-term strategies. They will help the Head Teacher to set targets for achievement and progress, and will provide support in the analysis and interpretation of data.

Any conflicts of interest will be dealt with in a professional manner. At the start of every meeting of the governing board, including sub-committees, an agenda item will include this so that all governors are reminded of their

responsibility to make the governing board aware of any conflicts. The chair of the governors will take any decisions on any issues that may arise.

A sub-committee will meet twice a year with the Head Teacher to set and evaluate **Head Teacher Performance Objectives**. These will comprise clear objectives on:

- Pupil achievement and progress
- Leadership
- Professional Development

## Section G: Initial costs and financial viability

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]

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[REDACTED]

[REDACTED]





## Section H: Premises

Our vision is to create an exceptional state funded co-educational day and boarding school for 500 pupils aged from 11 – 19 years. For this, we require a site that is accessible for the local community and which provides sufficient space for school buildings, boarding houses and sports pitches.

### 8.1 PROPOSED SITE

Our proposed site for Holyport Free School is in the original grounds of [REDACTED]. The exact address of the site is [REDACTED], [REDACTED], Berkshire [REDACTED].

[REDACTED]

The proposed site of our school is almost equidistant from the two major conurbations (Windsor and Maidenhead). The population of RBWM is around 142,000 residents with no areas of the lowest 10% most deprived in the UK. However, RBWM does have areas of deprivation less than [REDACTED] miles from our proposed Holyport site in the area of [REDACTED] in Windsor. Due to the shape of RBWM and the location of our school, it is close to the boundary (to the north) with Slough Borough Council which has a younger and faster growing population of approximately 120,000. To the south is Bracknell Forest Council with a population of around 113,000. In total, the population around our proposed school in three local authorities is 375,000 people, which would rank at number 10 of population centres in the UK. There are no other co-educational state boarding schools in the region and the closest state boarding schools to us are Reading School and The Royal Grammer School in High Wycombe, both of which are academically selective.



## 8.2 BACKGROUND

The freehold of the 8.5 acre Holyport Manor site is owned by RBWM. The site is located in the middle of the local authority but also close to the boundaries of Slough Borough Council and Bracknell Forest Borough Council. The site is situated in the greenbelt. It was developed and operated as a special needs school for around 150 pupils until 2010 when the [REDACTED] was moved to a new purpose built site in [REDACTED] in Maidenhead. The approximate [REDACTED] new build special needs school and respite facilities was funded under a Building Schools for the Future pathfinder scheme. The new build was delivered on time and on budget. Since the departure of [REDACTED] in late 2010 the site has lain empty and is currently guarded on a 24-hour basis by a security firm on behalf of RBWM. RBWM are keen to find a use for the site to mitigate the current security costs of [REDACTED] per annum.

On the 9th of January 2012, Holyport Free School lodged a formal written interest in the site with the [REDACTED] ([REDACTED]), other Cabinet members of the local authority and responsible officers including the [REDACTED] ([REDACTED]). We ask RBWM to consider granting Holyport Free School a long tenor lease for the whole site at a peppercorn rent. We suggest this would be documented post the award of our grant by the DfE and have a condition precedent of successful planning approval of the planning application for the school on the site. The exact wording to the council was as follows:

*"We ask RBWM to consider granting Holyport Free School a long tenor lease for the whole site at a peppercorn rent. I suggest this would be documented post the award of our grant by the DfE and have a condition precedent of successful planning approval of the planning application for the school on the site. I can confirm that no part of the site will be used for any other purpose but education (and the running of HFS) and we would be happy to confirm that as a condition of the lease"*

The use of the site for educational purposes is an RBWM administration manifesto commitment and educational development (new build and renovation) would represent a very special circumstance in the green belt. Residential, commercial, retail or hotel development would not.

RBWM approved a Cabinet paper on the 9th of February 2012 dealing with the formal process by which they will elicit interested parties for the site and make a decision on their desired partner. We envisage that RBWM would agree to grant the long lease to Holyport Free School post our successful grant award by the DfE.

We have been working with [REDACTED] on site matters since early 2011 and both [REDACTED] and [REDACTED] have visited our proposed site and have continued to advise and support on site matters throughout including providing some outline guidance on likely required works. [REDACTED] has also been in continued contact with RBWM around the technical and practical

aspects of the site and its availability. We understand that we will continue to be supported by [REDACTED] (to become the EFA) if we are successful and would welcome this

There are currently a number of buildings on the site that would require demolition or refurbishment. Broadly 500 pupils need teaching space of approximately 4700sqm (2500m2 of new build) and the 225 boarding places need approximately 4100 sqm, which includes staff accommodation (2500m2 of new build). There would be four boarding houses that would be constructed from the opening of Holyport Free School and would open on a staged basis as the school ramped up to a steady state. In addition, we envisage building a floodlit all weather pitch and associated games facilities for two grass pitches on the site. The major on site sports at Holyport Free School will be football, hockey and netball. The initial projected capital cost of the school buildings and boarding houses has been estimated at [REDACTED] by Partnerships for Schools. We estimate that the games pitches and associated changing facilities would be in the region of [REDACTED]. This gives a total capital cost for the school of approaching [REDACTED].

### 8.3 SUITABILITY OF THE SITE

We believe this will be an excellent site for our school for a number of reasons:

**Location:** the site sits on the [REDACTED] and falls equidistant between Windsor and Maidenhead and is therefore able to meet the demands of parents from across the borough.

The site has good transport links and occupies a favourable position in the borough. Actual road distances from the nearest conurbations are outlined below:

Windsor town centre	[REDACTED]	
Maidenhead town centre	[REDACTED]	
Slough*	[REDACTED]	
Dedworth*	[REDACTED]	
Bracknell	[REDACTED]	

\* Areas with high levels of social deprivation

An outline of the site is provided at the end of this section.

**Size:** the acreage of the site (around 8.5 acres) provides exceptional space for accommodating the main school, four boarding houses and sports pitches. Our total cohort will eventually be 500 pupils, including 225 boarders. We believe this site will comfortably accommodate the anticipated number of pupils and staff at the school.

**Access:** the site is on a [REDACTED] with good transport links. We aim to provide a private minibus school network from the two main conurbations of Windsor and Maidenhead to minimise traffic around the school during pick-ups and drop-offs. The cost for providing this service has been included in the financial budget.

**Rural location:** although the site is easily accessible from Windsor and Maidenhead, it is situated in an area of [REDACTED], and as such is a peaceful and attractive setting for a school. There are plenty of mature trees and the site is not overlooked in any way.

**Cost:** the site is owned by RBWM and we are confident that we will be able to secure a long-term lease for the site on a peppercorn rent.

**Proposed opening date**

Our application is for a proposed opening date of **September 2014**. This date is to allow additional time to carry out the necessary refurbishment and new build to the site

**CAPITAL INVESTMENT**

Holyport Free School does not have any further sources of funding available to us to acquire this site

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1:2500

Redacted	Redacted	Redacted
Redacted	Redacted	Redacted
Redacted	Redacted	Redacted

## Annexes

### Postcodes and current year groups of parents who have registered an interest in Holyport Free School (Year 1 indicates Year 1 or younger)

SL4	████████	Year	2
SL4	████████	Year	2
SL4	████████	Year	2
RG40	████████	Year	2
SL6	████████	Year	2
SL6	████████	Year	2
SL			
6	████████	Year	1
sl6	████████	Year	4
Sl6	████████	Year	4
Sl6	████████	Year	2
SL6	████████	Year	4
SL6	████████	Year	3
SL6	████████	Year	4
SL6	████████	Year	4
SL6	████████	Year	2
Sl6	████████	Year	1
SL6	████████	Year	1
SL6	████████	Year	2
SL6	████████	Year	1
SL6	████████		
SL6	████████	Year	1
SL6	████████	Year	1
SL4	████████	Year	6
SL4	████████	Year	2
SL6	████████	Year	1
SL6	████████		6
SL4	████████	Year	6
SL6	████████	Year	1
SL6	████████		
sl6	████████	Year	4
SL6	████████	Year	3
SL6	████████	Year	3
SL6	████████	Year	4
SL6	████████	Year	2
SL6	████████	Year	6
SL6	████████	Year	3
SL4	████████	Year	1
sl6	████████	Year	1
sl6	████████	Year	2
SL6	████████	Year	3
SL6	████████		

SL4		Year	1
SL6			
SL6		Year	1
SL4			2
SL4			1
SL6		Year	1
RG9		Year	1
sl6		Year	2
SL4			
SL6		Year	1
SL6		Year	4
SL6		Year	1
SL6		Year	4
SL3		Year	2
SL6		Year	1
RG10		Year	4
RG10		Year	2
SL3		Year	6
sl4		Year	3
sl4		Year	1
sl4		Year	2
SL4		Year	1
SL4		Year	4
SL4		Year	2
sl8		Year	1
SL4			4
SL6		Year	1
SL6		Year	3
SL6		Year	5
sl6		Year	3
SL6		Year	5
SL6		DH	Year
SL6		Year	1
SL6		Year	
sl6		Year	1
SL6		Year	1
SL4		Year	4
SL4		Year	1
SL6		Year	2
SL6			
SL4		Year	1
sl4		Year	3
sl4		Year	2
SL4		Year	3
sl4		Year	3
SL6		Year	2
SL6		Year	1
rg10		Year	2

rg10		Year	2
SL6			
SL6		Year	1
SL6		Year	1
sl6		Year	1
SL6			
SL5		Year	3
SL4		Year	4
SL6		Year	1
SL6		Year	1
SL4		Year	4
sl6			
rg42		Year	2
SL6		Year	3
RG10		Year	2
sl4		Year	4
sl4		Year	4
SL4			3
SL4			1
SL4			5
sl6		Year	4
SL6		Year	2
sl6		Year	6
sl6		Year	2
sl6		Year	2
sl6		Year	1
SL4		Year	5
SL4		Year	3
SL6		Year	2
Sl1		Year	1
sl6		Year	1
sl6		Year	2
sl6		Year	1
sl6		Year	1
SL6		Year	1
SL6		Year	1
sl4		Year	5
sl4		Year	3
SL6		Year	4
SL6		Year	2
W3		Year	2
SL6		Year	1
SL6			
SL6		Year	4
sl6		Year	6
RG10		Year	4
RG10		Year	2

SL6		Year	5
SL6		Year	2
SL6		Year	4
SL6		Year	3
SL6		Year	6
SL4		Year	1
SL4		Year	1
SL6		Year	1
SL6		Year	4
SL6		Year	2
sL4		Year	1
SL4		Year	4
SL4		Year	1
SL6		Year	2
SL6		Year	1
SL4		Year	1
SL4		Year	3
sL6		Year	2
SL4		Year	2
SL6		Year	4
SL6		Year	1
SL6		Year	2
sL6		Year	3
RG12		Year	4
SL6			
SL6		Year	4
SL6		Year	2
SL4		Year	1
RG10		Year	4
SL6		Year	2
SL6		Year	3
SL6		Year	1
SL6			
SL4		Year	3
SL4			
sL4		Year	1
sL4		Year	3
sL4		Year	5
SL6		Year	4
SL6		Year	1
SL6			
SL4		Year	5
SL4		Year	3
SL3		Year	3
SL3		Year	6
SL6		Year	4
SL4		Year	3
SL3		Year	6



SL4		Year	4
SL4		Year	1
SL6		Year	6
SL6		Year	4
SL6		Year	7
sI4		Year	2
sI4		Year	5
SL4		Year	1
sI4		Year	3
SL6		Year	4
sI5		Year	4
sI5		Year	7
sI6		Year	4
SL4		Year	5
SL6			
SI4		Year	2
SL6		Year	2
SL6		Year	1
SL4		Year	4
SL4		Year	2
SL4		Year	4
SL6		Year	6
SL6		Year	5
SL4		Year	4
SL6		Year	2
SL4		Year	4
SL6		Year	2
sL6		Year	1
SL6		Year	4
SL6		Year	6
sI6		Year	4
sI4		Year	4
SI3		Year	2
SL6		Year	6
SL6		Year	2
SL5		Year	4
SL5		Year	1
Rg4		Year	3
SI6		Year	6
SL6		Year	3
SL6		Year	1
SI4		Year	5
sI4		Year	2
sI4			
SL4		Year	2
SL4			
SL4		Year	3
SL4		Year	2

SL4			
sI4		Year	4
sI4		Year	2
SL4		Year	5
sI4		Year	6
sI4		Year	7
sI4		Year	2
SL6		Year	4
SL6		Year	5
sI6		Year	4
sI6		Year	1
SL4		Year	3
SL2		Year	4
sI6		Year	1
SL6		Year	4
SL1		Year	5
sI4		Year	5
SL4		Year	3
SL4		Year	1
SL6		Year	2
SI6		Year	1
SI6		Year	1
SL6		Year	2
RG10		Year	5
RG10		Year	1
SI4		Year	2
sI6		Year	1
SL4		Year	1
SL4			
SL1		Year	3
SL1		Year	5
SL1		Year	6
SL6			
SL6			
sI6			
sI4		Year	5
SL4		Year	5
SL4		Year	4
SL4		Year	5
SL4		Year	2
SL4		Year	5
RG42		Year	4
SL4		Year	4
SL4		3	
sI4		Year	3
SL4		Year	3
SL4			
SL6		Year	4

SL6		Year	2
SL3		Year	4
SL4		Year	2
sl6		Year	5
SL6		Year	2
SL6		Year	1
SL6		Year	4
sl6		Year	2
sl4		Year	4
sl4		Year	6
SL4		Year	5
sl4		Year	4
sl4		Year	2
rg42		Year	4
sl2		Year	1
SL3		Year	6
rg42		Year	1
SL4		Year	3
sl6		Year	4
sl4		Year	1
sl6			
SL6		Year	4
SL4		Year	6
SL6		Year	6
SL5		Year	5
SL5		Year	3
SL5		Year	1
SL4		Year	5
SL4		Year	5
SL6		Year	4
SL6		Year	7
SL6		Year	1
SL6		Year	1
SL3		Year	6
SL3		Year	3
SL4		Year	4
SL4		Year	2
sl4		Year	1
sl6		Year	3
SL6		Year	3
SL4		Year	3
SL4		Year	6
sl6		Year	5
SL6		Year	3
RG42		Year	5
SL6		Year	5
sl6		Year	6
sl4		Year	5

SL4	[REDACTED]	Year	4
SL4	[REDACTED]	Year	2
SL5	[REDACTED]	Year	6
SL4	[REDACTED]	Year	5
SL4	[REDACTED]	Year	5
SL6	[REDACTED]	Year	5
sl4	[REDACTED]	Year	3
SL4	[REDACTED]	Year	3
SL6	[REDACTED]	Year	6
sl6	[REDACTED]	Year	5
sl4	[REDACTED]	Year	6
sl4	[REDACTED]	Year	4
SL4	[REDACTED]	Year	3
rg40	[REDACTED]	Year	6
SL6	[REDACTED]	Year	5
SL1	[REDACTED]	Year	5
SL4	[REDACTED]	Year	5
RG42	[REDACTED]	Year	
sl4	[REDACTED]	Year	6
SL4	[REDACTED]	Year	
sl4	[REDACTED]		